DOCUMENT RESUME

ED 168 224 EC 113 505

TITLE	A High School Internships Program in Career Education for the Gifted and Talented. Final Report.
INSTITUTION	Eugene School District 4J, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	544AH70621
PUB DATE	Jul 78
GRANT	G00700051
NOTE	109p.; For the projects dissemination packet, see EC 113 506
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Career Education; *Gifted; *Internship Programs; Senior High Schools; *Talented Students
IDENTIFIERS	*Oregon (Eugene)

ABSTRACT

The booklet presents the final report of an evaluation of a high school internship program in career education for the gifted and talented in Eugene, Oregon. Program problems discussed involve such aspects as recruiting sponsors, coordination, selecting interns, and program expectations. Among the findings reported are that students did develop greater awareness of their career goals, aptitudes, and interests as a result of the program; that students adjusted quickly and well to work site demands, except where there was insufficient agreement on the role the student would play; and that students clearly grew in their understanding of the kind of organization in which they were placed, but did not demonstrate the ability to generalize about the qualities, skills, and knowledge of executives or managers. Recommendations presented center around the areas of program coordination/management and program goals. Summaries and analyses of interviews with several of the students are also provided, along with a list of evaluation activities and timelines. Included in the appendixes are evaluation worksheets and questionnaires. (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168224

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A HIGH SCHOOL INTERNSHIPS PROGRAM IN CAREER EDUCATION FOR THE GIFTED and TALENTED

Final Report

July 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vernon Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Eugene School District No. 4J
Eugene, Oregon

Gary Prichard
Project Coordinator

Thomas W. Payzant
Superintendent

James Holst
Career Education
Specialist
Project Director

2

EC113505

MATERIALS DEVELOPED FOR PUBLIC DISSEMINATION
BY FEDERALLY-FUNDED CAREER EDUCATION PROJECTS
MUST CONTAIN BOTH OF THE FOLLOWING STATEMENTS:

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER
(If the material is developed by the project with no individual authorship)

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

CAREER EDUCATION PROGRAM - PROJECT PERFORMANCE REPORT

1. PROJECT NUMBER
544AH70621

2. GRANT NUMBER
G00700051

3. FINAL REPORT

4. PROJECT TITLE
A High School Internships Program in Career Education for the Gifted and Talented

5. PERIOD COVERED BY THIS REPORT
July 1, 1977 to June 30, 1978

6. CATEGORY OF PROJECT: Populations - Gifted and Talented

7. PROJECT DIRECTOR: James Holst

8. ADDRESS:

School District 4J
200 N. Monroe Street
Eugene, Oregon 97402
Tele: 503-687-3471

+ + + + + + + + + +

15. REPORT ABSTRACT

PROJECT OBJECTIVES AND ACTIVITIES

This project was designed to demonstrate a career internship program for gifted and talented students in a meduim-sized school district, 20,000 students, in a city of 100,000 people. This size district is not large enough to support internships for narrowly specialized groups e.g. business administration, arts, or sciences. Instead, the realities of staffing costs and local resources require that any internship program must attempt to serve all sorts of career interests on the part of gifted and talented students. Thus this project was highly individualized. The common objectives were:

1.0 Gifted and talented students will develop increased familiarity with occupational career opportunities in an individual area of of special interest.

2.0 Students will develop a greater self-awareness of their career goals, aptitudes, interests, and attitudes.

3.0 Students will demonstrate the development of abilities necessary to deal with typical work entry problems of youth.

4.0 Students will develop a more accurate understanding of the professional environment in the area of their internship.

5.0 Gifted and talented female students will develop an increased understanding of their employment rights and responsibilities and

increase their willingness to consider entering non-traditional career areas.

The operation of the program consisted first of identifying potential interns. The U.S.O.E. definitions of the gifted and talented were utilized. For academically gifted we started with a criterion of 3.55 GPA or more as a minimum. A few talented students were identified through high performance in a specialized area in school, e.g. mechanics and art.

After identification the students were interviewed by the project coordinator who attempted to find their seriousness of purpose and area of career interest. Those students selected then were on a waiting list and, if a sponsor could be found, withdrew from classes and entered the internship program.

For a 12 to 18 week term, the interns spent 4 days a week working with a sponsor at, hopefully, a very professional level in a business, governmental agency, or other organization. Their activities varied considerably and ranged from managerial level to "start at the bottom" routine tasks. The former was, of course, the desired level.

Students kept logs of their activities for the coordinator to read. The coordinator also visited sites, talked with sponsors and interns and provided advice when problems arose.

The interns attended weekly seminars held on Fridays. The seminar topics included career opportunities, management concepts, and problem solving based on recent intern experiences as well as case studies in printed form. The coordinator conducted the seminars. A series of meetings was held between the female interns and women who have achieved success in local business and government. These interns learned of problems and solutions which the women faced in achieving their success.

PROJECT PARTICIPANTS

There were 23 interns during the year, 19 were female, 4 were male. Eleven of the students were juniors and 12 were seniors. None of the students were from minority groups. All met the criteria for gifted and/or talented.

EVALUATION

Because of the highly individualized nature of the internships, the evaluation was based on a case study approach. A few instruments were included to help determine several general participant reactions and results. The project employed Sandra Schofield, of the University of Oregon as the project

evaluator. Her conclusions were that the project met its objectives 2 and 3, and partially met objectives 1, 4, and 5. Objectives 1 and 4 were limited by the experiences available in the internship location and by the knowledge of the sponsor. The sponsors generally were helpful but had not as much information about career opportunities in their field as the students needed. Supplementary activities will be necessary to provide more information. Objective 5 was met with regard to encouraging females toward high level careers. The seminars on anti-discrimination laws were not effective, however.

The evaluator also examined the data to determine the most important factors in the quality of the internship. These were three:

1. The induction period during which both sponsor and intern clearly understand the expectations of their roles and the students.
2. The presence of critical events, i.e. "opportunities for the student to solve problems that were genuinely important to the company or to observe or share in important decision making or problem-solving."
3. The relation between the sponsor and the intern. Where the intern was able to discuss activities, ask questions, and become well acquainted with the sponsor, the internship was excellent.

PROBLEMS

There were several problems during the project:

Recruiting sponsors - Because the interns did not enter the program much before the date they were to start their internship, there were several times in which sponsors were recruited rather late. If possible the timeline for entering should be revised to allow for recruiting sponsors much earlier.

Induction period - There were occasions when the sponsors did not clearly understand their role. There needs to be more effort placed in this since this is an identified critical area and one which, if done right, leads to improvement in the other two critical areas identified by the evaluator.

Coordination - There was considerable time pressure on the coordinator. A primary cause of this was the staggered schedules of our high schools. This meant the students and

and sponsors had to be recruited four times a year instead of twice as planned.

Selecting interns - The project was successful in recruiting academically gifted students. While two students with special talents were located, there was no systematic process available for their identification.

Program expectations -A continuing problem has been to determine levels of expectation commensurate with the abilities of the interns. The internships which met the critical criteria were very good experiences for these interns. There need to be some changes in the seminars and in required written work so that the interns do more high-level thinking about their experiences.

DISSEMINATION

A "dissemination packet" describing the project and how to organize it was sent to career education directors in all 50 states and to those who had written for information.

9. MAJOR ACTIVITIES

A. Progress toward achieving project objectives:

1.0 Gifted and talented students will develop increased familiarity with occupational career opportunities in an individual area of special interest.

The basic way we hoped to achieve this objective was to have interns learn from their sponsors about career opportunities in the sponsor's business or professional area.

Results: The evaluator reports that this objective was partially met. Sponsors did not have complete information on opportunities in their field and supplementary sources need to be developed.

2.0 Students will develop a greater self-awareness of their career goals, aptitudes, interests, and attitudes.

Again the major vehicle for achieving this goal was the experience of the internship. A secondary vehicle was the Friday seminar. The internships spanned a very wide range of career areas. Examples are:

Interior Decoration	Retailing
Architecture	Flight Service
Counseling	Dentistry
Forest Management	Commercial Art
Banking	Veterinary Medicine
Hotel Managemnet	Auto Dealership Management
Accounting	

The seminar topics included:

Management Principles

Types of Management

Leadership/types of leadership/who is a leader

Goal Setting - Why have goals, how to set them how to use them

New Employees, recruiting hiring, orientation and production of employees

Attributes of successful people

Career opportunities for women

Forcasting career opportunities in different types of industries

In addition the Worker Trait Group Inventory was given to each student and discussed in seminar.

Results: The evaluator reports great success in achieving this objective.

3.0 Students will demonstrate the development of abilities necessary to deal with typical work entry problems of youth.

The achievement of this objective was to occur in two ways. The sponsor was expected to work with the intern to correct deficiencies and the coordinator was to work with interns, either individually or in a seminar format. The sponsor activities were carried out but were dependent on the individual sponsor. Some sponsors did much and some little in this area.

Results: The evaluation shows that students generally were able to demonstrate good skills in this area. A consistent problem was identified in the area of communications. Sponsors did not feel qualified to deal with this problem and the seminars were not designed to help in this area either. A local employment agency did help in providing a quick review of proper behavior during interviews.

4.0 Students will develop a more accurate understanding of the professional environment in the area of their internship.

The internship experiences, i.e. the work itself, the daily interaction with co-workers, and conferences with the sponsor were primarily the intended way this objective was achieved. There were some seminars which could serve to sharpen the intern's perceptions of their work environment.

Results: The interns seemed to develop good understandings of the particular place in which they worked. However they did not seem to be able to generalize to a broader career area. Also the results were highly dependent upon the nature of the relationship between the sponsor and the intern.

5.0 Gifted and talented female students will develop an increased understanding of the professional environment in the area of their employment rights and responsibilities and increase their willingness to consider entering non-traditional career areas.

To achieve this objective two activities were planned. One was a Friday seminar on the topic of antidiscrimination laws. The other activity was a special series of meetings between the female interns and three successful women in the business community. This second meeting is described below:

Women's Seminar.

A seminar was held for the female students. Three women in the business community were selected and asked to host the students in their respective business establishments. The first visit was with Melinda Greer who is with the affirmative action office, State Board of Higher Education, University of Oregon. The second visitation was with Betsy Merck who is head of the Human Rights Commission for the City of Eugene. The third visit was with Susan Shepard who is with public relations for Pacific Northwest Bell. The three women were chosen on the basis of the type of position they held, the image they would project, their career history and their interest in advancing women into the business world as leaders. The students met with each of the women in a conference room in their respective businesses. Each of the women spoke on the following topics: 1) How they developed their own career, 2) Opportunities for women in careers today and 3) Personal advice for the students, such as how to deal with being a woman in a man's world, how to combine family and a career. In addition, each speaker encouraged an informal exchange between herself and the students.

Specific advice for the girls was: get a degree, learn to write and be able to make decisions and live with your mistakes. General comments were that women in management who were successful would have to be better, more articulate and more qualified than their male counterparts.

In summary the seminar was a reassuring experience for the girls. It gave them a practical look at what a career in management will be like.

Results: The female students did not gain any significant knowledge of their employment rights, i.e. of anti-discrimination laws. They did value what they learned from the professional-women and were reinforced in their determination to strive for high level careers.

6.0 Gifted and talented students with handicaps will show increased interest in entering careers at a professional level commensurate with their ability.

This objective was dropped. The question of identifying a gifted and handicapped student was one which we did not have the resources to answer. One possible candidate was a girl who, though completely deaf, maintained a B average and was active in extra-curricular activities. While she did not meet our agreed upon criteria, she may very well have been gifted. This is an area which other projects should consider.

B. Progress on the operational plan (since the interim report)

1.0 Familiarizing staff and students with the program.

1.1 We continued to work primarily with one counselor at each high school. There are still indications of counselors not understanding the program, however.

1.2 No general announcement was made describing the program as was planned.

1.3 Letters were mailed again to students with eligible GPA's. Follow-up conferences were held between the coordinator and prospective interns. In additon interns discussed the program with their counselors and parents. It was interesting to note that one student, who was interested in a biology career, was advised by his counselor to stay in regular classes and take calculus and advanced sciences. An advisor from the university advised the student to take the internship instead.

Note: An illustrated brochure was designed and printed. However delays in obtaining suitable photographs meant that the brochure was not used at the start of the second semester.

2.0 Advisory Committee.

As a committee, this group did not meet during the second half of the project. There seemed to be little need for such a meeting and the member's were very busy. We did contact individual members for help in locating sponsors.

3.0 Activities completed prior to September.

4.0 Intern sites developed.

We were able to develop sites for nearly all applicants. In one case the site quickly proved undesirable and a new site was found. One student wanted an internship with an attorney but none could be found. This activity proved to be the most difficult and time consuming of all activities in the project. Because of time problems no large group sponsor meetings were held. (see part 12).

5.0 Interns placed.

All activities in this section were accomplished.

6.0 Quality monitoring.

All activities in this section were accomplished. There are still some problems. (see part 12).

7.0 Seminars.

All activities in this section were accomplished.

8.0 Dissemination.

A dissemination "packet" was developed, printed, and mailed to all state career education officers and to those writing for information. (see part 13).

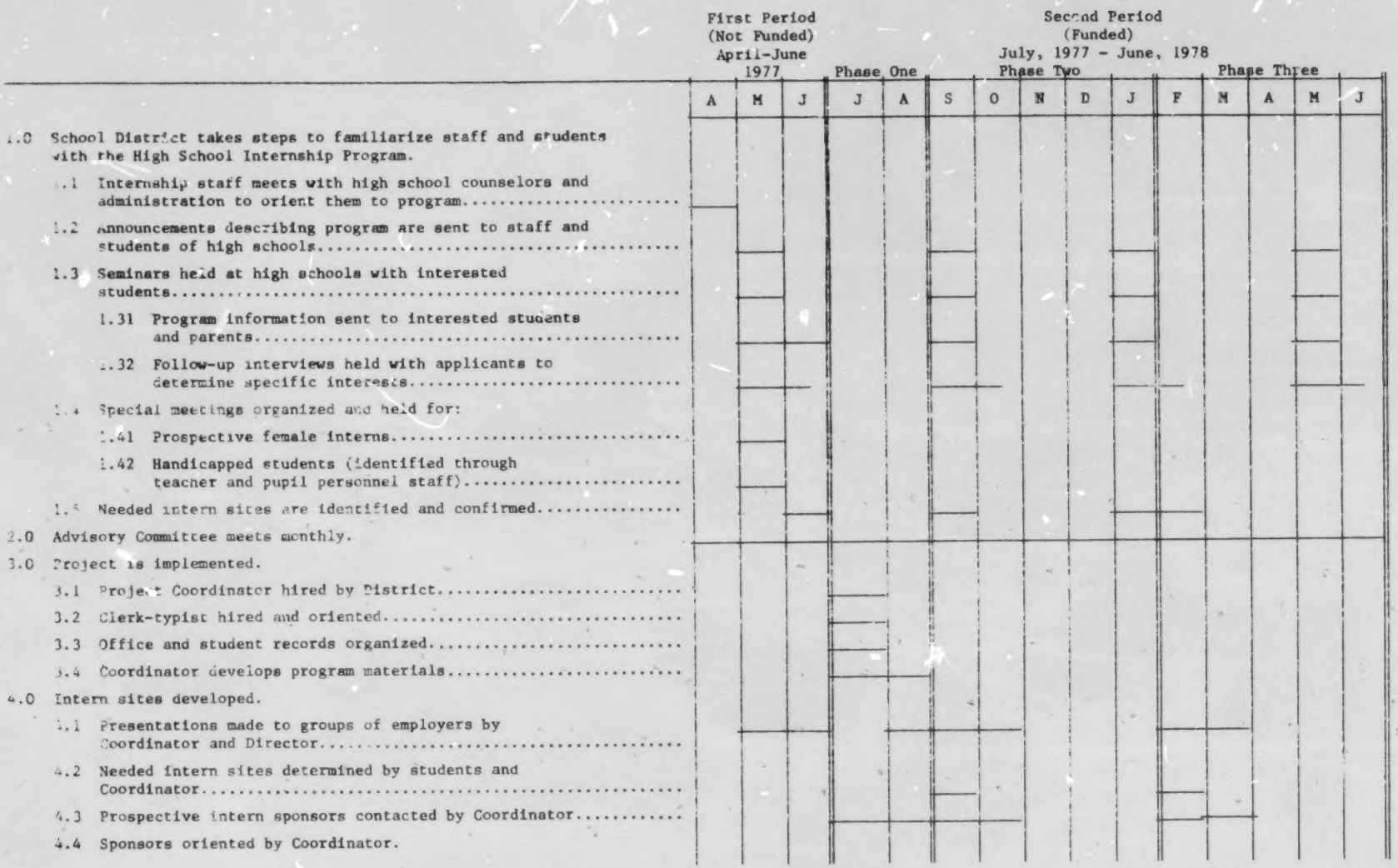
9.0 Final report.

This report was completed.

10.0 Evaluation.

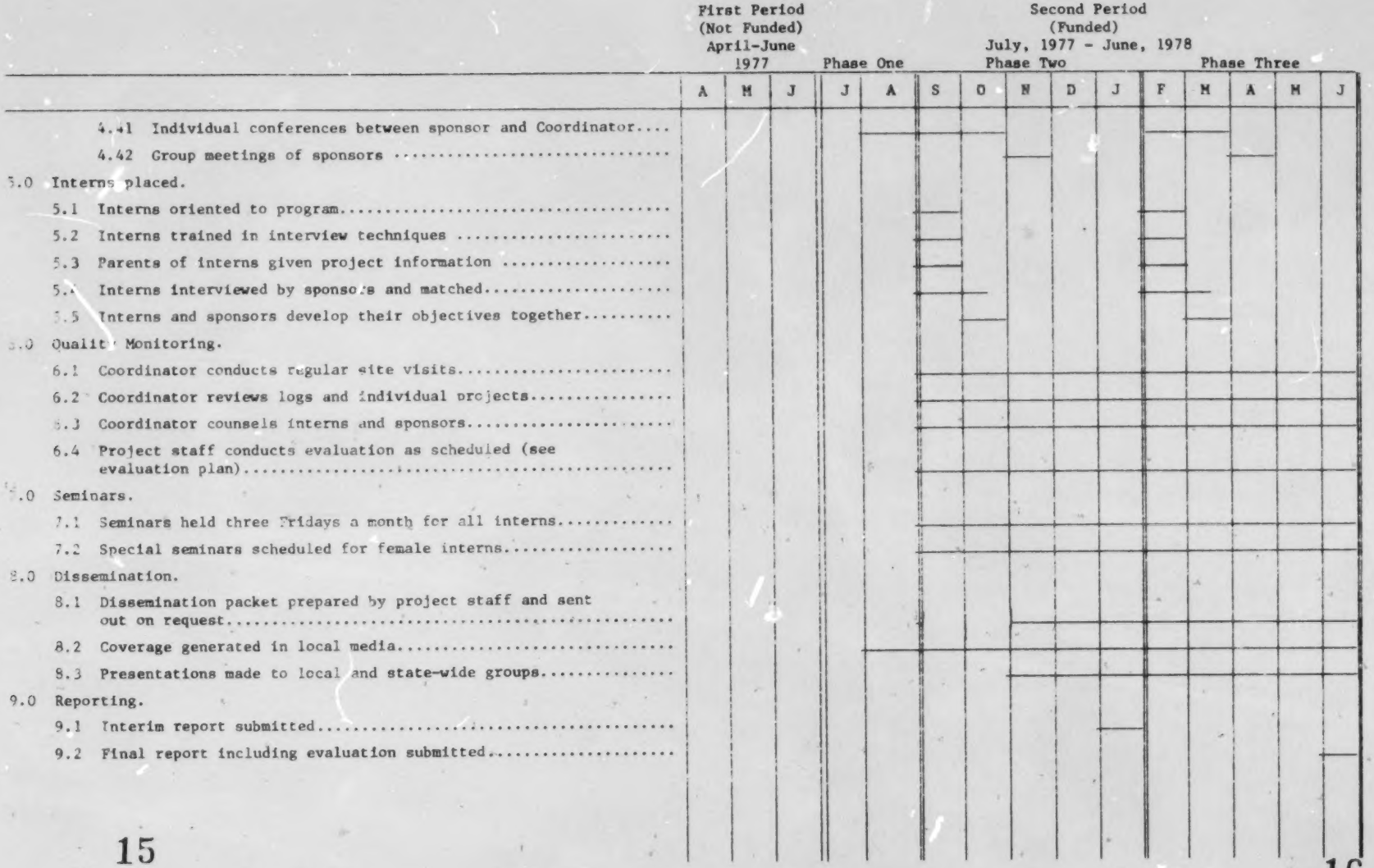
All activities were completed. A mid-point formative evaluation report was completed and sent to the project monitor. A final, detailed, evaluative report was completed in early July.

b. TABLE ONE: OPERATIONAL PLAN


First Period (Not Funded) April-June 1977
Second Period (Funded) July, 1977 - June, 1978
Phase One
Phase Two
Phase Three
A M J J A S O N D J F M A M J
1.0 School District takes steps to familiarize staff and students with the High School Internship Program.
1.1 Internship staff meets with high school counselors and administration to orient them to program.....
1.2 Announcements describing program are sent to staff and students of high schools.....
1.3 Seminars held at high schools with interested students.....
1.31 Program information sent to interested students and parents.....
1.32 Follow-up interviews held with applicants to determine specific interests.....
1.4 Special meetings organized and held for:
1.41 Prospective female interns.....
1.42 Handicapped students (identified through teacher and pupil personnel staff).....
1.5 Needed intern sites are identified and confirmed.....
2.0 Advisory Committee meets monthly.
3.0 Project is implemented.
3.1 Project Coordinator hired by District.....
3.2 Clerk-typist hired and oriented.....
3.3 Office and student records organized.....
3.4 Coordinator develops program materials.....
4.0 Intern sites developed.
4.1 Presentations made to groups of employers by Coordinator and Director.....
4.2 Needed intern sites determined by students and Coordinator.....
4.3 Prospective intern sponsors contacted by Coordinator.....
4.4 Sponsors oriented by Coordinator.

b. TABLE ONE: OPERATIONAL PLAN

Page Two


First Period (Not Funded) April-June 1977
Second Period (Funded) July, 1977 - June, 1978
Phase One
Phase Two
Phase Three
A M J J A S O N D J F M A M J
4.41 Individual conferences between sponsor and Coordinator....
4.42 Group meetings of sponsors ....
5.0 Interns placed.
5.1 Interns oriented to program....
5.2 Interns trained in interview techniques ....
5.3 Parents of interns given project information ....
5.4 Interns interviewed by sponsors and matched....
5.5 Interns and sponsors develop their objectives together....
6.0 Quality Monitoring.
6.1 Coordinator conducts regular site visits....
6.2 Coordinator reviews logs and individual projects....
6.3 Coordinator counsels interns and sponsors....
6.4 Project staff conducts evaluation as scheduled (see evaluation plan)....
7.0 Seminars.
7.1 Seminars held three Fridays a month for all interns....
7.2 Special seminars scheduled for female interns....
8.0 Dissemination.
8.1 Dissemination packet prepared by project staff and sent out on request....
8.2 Coverage generated in local media....
8.3 Presentations made to local and state-wide groups....
9.0 Reporting.
9.1 Interim report submitted....
9.2 Final report including evaluation submitted....

b. TABLE ONE: OPERATIONAL PLAN
Page Three

	First Period (Not Funded) April-June 1977			Second Period (Funded) July, 1977 - June, 1978											
				Phase One			Phase Two					Phase Three			
	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
10.0 Evaluation.															
10.1 Preliminary evaluation plan developed.....															
10.2 Final evaluation plan developed.....															
10.3 Data gathered and analyzed.....															
10.4 Final evaluation completed.....															

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)				23						19	4
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL										19	4
EDUCATIONAL PERSONNEL											
TEACHERS				1						1	
COUNSELORS											
ADMINISTRATORS				1						1	
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				12							
PARENTS											
OTHER (specify) Secretary				⅓ time							
TOTAL				37½							

OE FORM 467, 2/76

11. EVALUATION

A. Project staff comments on the evaluation.

The entire final evaluation report, as submitted by Sandra Scofield, the outside evaluator, has been included in this section. Since her report is very complete we felt it unnecessary to try to add to it. In this section we do want to comment on our impressions of this type of evaluation.

We were very pleased with the evaluative design developed by Ms. Scofield. Our original attempts in designing the evaluation centered around locating or designing written tests to measure achievement of the project objectives. From previous experience, we were aware of the difficulty in gaining really sound, useful information by this technique. The experiences of the interns were simply too varied and personal to measure in this manner. After much discussion with our evaluator we agreed that it was vital to determine those critical points which determine whether or not an internship will succeed. In addition we wanted to know whether or not our operation of the project was helpful or not. The design developed by Sandra Scofield, we believe, probes deeply and provides useful insight into internships for us and for others who also wish to use this or similar programs.

This praise of the evaluation by no means implies that the evaluator found all was well with the project. There were activities which, with all good intent, we simply did not or could not complete. There were some aspects of the program which were weak and some which were strong. While we naturally would have liked a "gold star" on every part of the project, we believe that others should know where we found problems so that they may be ready for them. Thus the evaluation is included complete, "warts and all".

EVALUATION FINAL REPORT

June 30, 1978

Prepared by

Sandra J. Scofield,

Evaluator

and Marianne A. Hung

for the Eugene School District

Eugene, Oregon

High School Internship Program for
Gifted and Talented Students

EVALUATION FINAL REPORT

CONTENTS

Purpose of the Report	18
Questions to Be Answered in the Evaluation	18
Bases for the Report: Methodology and Procedures	22
Results: Responses to Evaluation Questions	29
Questions Related to Program Variables	32
Questions Related to Satisfaction with the Program	32
Questions Related to Attainment of Program Objectives: Nature of Internship	35
Questions Related to Program Objectives	36
Questionnaires: Results Summary	41
Recommendations	38
Interviews: Summaries and Analyses	46
Appendix 1: Worksheets	69
Appendix 2: Instruments	77
Evaluation Activities and Timelines	89

ACKNOWLEDGEMENTS

I would like to acknowledge gratefully the assistance and encouragement of Dr. Diane Reinhard, Assistant Dean, College of Education, University of Oregon. Although I must assume complete responsibility for the shortcomings of this evaluation, I was influenced by Dr. Reinhard's coursework, and her generous advice, in adopting a methodology that seemed to work well in telling us what we needed to know.

Four doctoral students at the University of Oregon provided invaluable assistance; their careful, thorough, and thoughtful work in observing, interviewing, and writing provided the major data for this evaluation. The work of Glen Fielding, Kate O'Dell, Marianne Hung, and Robert Kirschmann went well beyond the commitments the evaluator made to the program, and demonstrated that the most valuable source of information is the most time-consuming -- direct observation.

Last, but certainly not least, the people of the program itself should be commended for their warmth, openness, and willingness to cooperate freely with the evaluation effort. It was a pleasure to get to know Jim Holst and Gary Prichard, two educators whose belief in what they are doing obviously enhances what is done. The students were, simply, wonderful. Their candor and enthusiasm made our interactions with them fruitful and most pleasant.

PURPOSE OF THE REPORT

The purpose of this report is to summarize and discuss the findings from the evaluation team's efforts to explore the nature and effectiveness of the High School Internship Program.

The program proposed to serve the career development needs of a portion of the gifted and talented students in their junior and senior years in the school district's four high schools, through an internship in the business community.

The evaluators hoped to make the program understandable to other educators and to interested lay audiences by providing information that answers the question: What is an internship? In answering this question, the evaluators also sought information that would help the program, its funder, and other interested persons make judgments about the ultimate merit of the program. Interim reports to the program contributed to program development, management, and modification. Key concerns and insights from these earlier informal reports are included in the following discussion.

QUESTIONS TO BE ANSWERED IN THE EVALUATION

The evaluation design (August, 1977) focused on the following questions, relating to the feasibility of the program, understanding program variables, and attainment of program objectives. Later discussion of evaluation findings will be grouped into these same three categories.

Worksheets from the design, displaying the ways that questions, data sources and collection procedures, and analysis procedures relate, are included as an appendix.

(Questions relating to the feasibility of the program as a means of providing gifted and talented students a viable opportunity to interrelate the world of education and the world of careers in a community-based strategy.)

1. Functions and Resources Necessary for the Management of the Program

   What were the major needs and problems in initiating the program?

   What were the major needs and problems in developing the program?

   What were the major needs and problems in maintaining the program?

   What background, training, or experience was perceived by the coordinator as particularly valuable in facilitating the performance of his role?

2. Screening and Selection of Sponsors and Students

   (See questions related to variables characterizing program.)

   What were the screening and selection procedures?

   Were these procedures effective in eliciting interest and support of appropriate school personnel?

3. Orientation and Training of Interns

   How did students perform in interviews?

   How satisfied were interns with the orientation?

   Was the learning contract a valuable tool in negotiating internship experience?

   Was the process of negotiating learner objectives helpful?

   What forms of feedback and evaluation did sponsors provide interns?

   How satisfied were interns with the seminars?

4. Support for Interns in Site; Monitoring

   What kinds of support were perceived by interns to be most valuable (e.g., site visits, counseling sessions, peer interaction)?

Did interns express need for more support (in kind or type)?

How accessible and helpful was the coordinator in facilitating intern adjustments?

Did female interns express the need for support, attributable to their sex?

Did handicapped interns express the need for support, attributable to their handicap?

5. Documentation of Internship Experiences

Were documentation procedures adequate for monitoring purposes?

6. Special Activities for Female Interns

What was the nature of the special meetings?

How interesting and useful did interns perceive these to be?

Were particular topics or formats favored?

(Questions related to understanding the program variables.)

1. Characteristics of Good Sponsors/Placements

Are the criteria for site selection realistic and helpful?

Did sponsors meet criteria?

Did any deviations from these criteria affect quality of internships?

Did sponsors perceive the educational objectives of the program to be worthwhile?

2. Characteristics of Interns

What are the (demographic) characteristics of the interns?

Are the criteria for selecting interns adequate?

3. Relationships with School Personnel

Who are key personnel (roles) in recruitment and support of students?

Were all schools represented?

(Questions related to satisfaction with program.)

1. How satisfied were interns with program?

2. How satisfied were sponsors with program?

3. How satisfied were parents with program?

4. How satisfied were school personnel with program?

(Questions related to the attainment of program objectives (student outcomes).)

What, generally, is the nature of an internship, i.e., roles performed, relationships, types of activities, etc.

Do differences in the range of activities appear to be a function of the type of work, intern characteristics, or other factors?

Objectives:

1. Did the students develop greater awareness of their career goals, aptitudes and interests?

2. Did students develop increased familiarity with occupational career opportunities on individual areas of special interest?

3. Did students demonstrate abilities necessary to deal with typical work entry problems?

(Related also to questions on interview and negotiation skills.)

4. Were female students able to demonstrate knowledge of law, agencies, and procedures that exist to protect them against discrimination in employment?

   Did they express willingness to accept as viable (in themselves or other women) consideration of entry into nontraditional career areas?

5. Did handicapped students express willingness to accept as viable (for themselves or other handicapped individuals of similar ability) consideration of entry into professional or management or similar level careers?

6. Did students develop an accurate understanding of the professional environment in the area of their internship?

   Did they gain insight into the qualities, skills, and knowledge that help an executive or manager function effectively?

Was the student able to describe roles and functions relevant to the sponsoring employer and site?

Was the student able to demonstrate knowledge of the employer's organization: priorities and goals, decision-making processes, major services or products, etc.?

BASIS FOR THE REPORT: METHODOLOGY AND PROCEDURES

Information about the program was gathered in a variety of ways. Evaluation activities and timelines are outlined and presented as an appendix.

The data collection procedures were of three kinds: instruments, interviews, and observations. The usefulness of instruments and procedures is commented on below.

In a project funded by a grant, there is almost always some sense of pressure to gather quantifiable data. The experience of this project in its first (1976-77) year, however, indicated that despite conscientious efforts to use such data as the basis for an evaluation, results were not wholly satisfactory. Part of the commitment of the program to its funders, the U. S. Office of Education, was to help make the program "transportable." In early discussions with the evaluator, staff indicated a consequent desire to know more about "what actually happens in an internship." The evaluator proposed, as the kernel of the evaluation, a concentration on drawing a kind of profile of an internship. This indicated a need for considerable onsite observation and careful interviews with many people concerned with the program. At first this did not seem feasible, within the constraints of the program budget, and the design compromised by including some instruments which probed questions in an efficient manner, and a body of interviews which would provide fuller understanding of the internship experience.

Fortunately, the program was able to garner further help by cooperating with the University of Oregon, where several graduate students with some evaluation training expressed the desire to work with the program for practicum credit. As a result, it was possible to interview all students and six sponsors in the fall, and to interview six sponsors and eight students in the second term. Further, it was possible for case studies to be developed second term with two students, one a male, one a female. Several site visits and at least six hours of discussion went into each study. (Reports of these studies are appended to this report. The reader is referred to them for a detailed view of the internship.) Everyone concerned with the project: students, sponsors, coordinator, and counselors, were cooperative, open, and apparently very honest. The evaluators feel that this provided a rich abundance of data and a solid base for the report. Students were selected randomly for the case studies, from the pool of male (for one) and female (for the other) students. Interestingly, one student proved to have one of the best experiences of the year, while the other had more problems than anyone else in the year! This accident provides interesting insights, for we are able to compare some of the features of the internship across these very different experiences.

Instruments

At the beginning of the year, the program was affiliated with a business internship project which provided a number of instruments, used in the previous project year. However, the affiliation was ended, and data was collected with instruments developed by the evaluator. These instruments, copies of which are appended to this report, and results of which

are displayed in the results section, included the following:

1. First/End of Term Questionnaire

This instrument, which was rather "open-ended," was intended to gather some pre-post information regarding student awareness of career areas, their own potential, and knowledge of particular aspects of the law which the program proposed to discuss in the course of the term.

Results were disappointing. The instrument was not given at equal intervals across students by the staff; in a few cases students completed the questions only once; in other cases students never completed the questions.* Still, the instrument appears to have potential for assessing the areas it was intended for. Early responses were earnest but superficial and unspecific. The evaluator attempted to design a ranking scale similar to those used in "holistic evaluation" of writing samples** but found that various criteria collapsed into one: specificity. When two raters were asked to score half a dozen papers on a scale of 1-5 for specificity (i.e., How well does the writer describe what is asked? How thorough does his/her knowledge seem to be?) agreement was almost total. Of course

---

*Please note that the responsibility for distribution, collection, and tallying of instruments was, contractually, the coordinator's, rather than the evaluator's. This did not prove very workable -- they comprised the "extra straw" for the coordinator's load. When something had to go, it seemed to be evaluation. Other projects -- and this one, in the future -- might want to assign this set of tasks more definitely, possibly to a secretary or even an intern -- or an evaluator if there are enough funds.

**See, for example, Charles Cooper and Lee Odell's Evaluating Writing, National Council of Teachers of English, 1977.

nothing can be concluded from so small an effort across so few papers, and no attempt was made to compare pre and post scores, since the data were so incomplete. Still, the idea of an open-ended response as a means of demonstrating awareness seems worth pursuing in other settings. (The evaluator would recommend deleting the first page, "personal characteristics," using only the two open-response questions.)

The portion of the test that asked about student knowledge of the law relating to discrimination and bias was largely irrelevant, since the program did not address these issues in the seminars, after all. (The test was developed with the advice of several experts in affirmative action, and does provide a model other programs might find useful.)

2. Sponsor's Interview Feedback Sheet

Although this instrument originally was intended to provide feedback to the program regarding the success of its orientation procedures, it served another purpose as well. The areas in which students did not rank high indicated areas that might be strengthened early enough for the program to be aware of possible foci for training or other support for interns. Thus, the evaluator recommends using this instrument, at least partly, as a diagnostic tool.

3. Sponsors and Students Questionnaire; Orientation and Seminar Feedback Forms

These instruments were not used in sufficient quantity to justify any real comment on their usefulness. However, the items are closely

matched to the areas that proved important in the interviews and in the observations of students. For those who could not spend the time on interviews/observations, these questionnaires should provide useful information about important questions.

INTERVIEWS AND OBSERVATIONS

The most revealing data source was the interviews we conducted with students, sponsors, and district staff. The interviews addressed essentially the same issues as the questionnaires, but, because of their more personal and open-ended nature, the interviews provided a richer fund of insight than did the surveys. Whereas the surveys furnished a skeleton, the interviews presented a "flesh and blood" account. It should be noted however that the attitudes disclosed in the inventories were consistent with those that surfaced in the interviews. The two assessment measures suggested similar conclusions. (The project staff found the interview transcripts to be a valuable source of information. Another alternative would be for the staff to conduct "debriefings" themselves.)

While the findings from the surveys and the interviews meshed, the perspectives of various groups and individuals did not always jibe. In choosing to interview the full range of participants: sponsors, students, counselors, and coordinator, we lay ourselves open to the possibility of conflicting impressions and judgments. Sponsors, for example, often saw the program in a different light than did the district or the students. Within a given group, such as the interns themselves, there existed differences in perspective. Nonetheless a number of generalizations did emerge. Our conclusions seek to uncover the core of common experience

while preserving at least some of the distinctiveness of individual and group responses.

The scope of the interview: students. Each student was interviewed at either the district offices or at his/her placement. The interviews were generally about twenty minutes in length. In the spring quarter a more intensive evaluation of the internship experiences of two students, a male and a female, was conducted. This case study approach involved many hours of observation of the students at work and in the weekly seminars and discussion with the students themselves and significant others involved either directly or indirectly with the internship. The case study focused on three main areas:

1. "Critical events:" those instances which represented a particular turning point or challenge during the internship. What about the experience struck students with the most force? Why? What did they learn from the crucial incidents? How was this new learning shown? In what way did this learning differ from more routine learning? Could or should there have been more such incidents?

2. "Induction period:" the initial initiation period. How did students learn of the opportunities, goals and expectations of the program? How clearly were they prepared for what lay ahead? How supportive was the staff in clarifying student concerns? Did students have sufficient information about credit, grading criteria, seminar requirements, obligations to sponsors?

3. "Nature of the relationship between student and sponsor:" the structure, function and strength of the bond that was forged during the

internship. Was the intern satisfied with the assistance offered by the sponsor? Did the student work out goals and assignments with the sponsor in a cooperative way, or was s/he just given jobs to do? Did the sponsor actively instruct the student and discuss matters with him/her? Did the sponsor serve as a model? Was s/he fair and concerned or exploitive?

Scope of the interview: sponsors. More than half of the year's sponsors were interviewed. As a rule the sponsors were interviewed after the interns and we were especially interested in comparing the expectations and appraisals of the two groups.

Scope of the interview: coordinator. The coordinator was interviewed formally on at least one occasion in each term, and informal discussions took place between the evaluators and the coordinator many times. Informal conversations generally concerned administrative and scheduling matters such as the names and addresses of students, the agenda for a Friday seminar, or the anticipated date of intern placement. During the formal interview the focus of inquiry was on the coordinator's perception of the relationship between his office and the onsite experience. What exactly did the school district do for and with the student once the internship got underway? What accounted for the scheduling delays in student intern placement? How were the plans for the seminars developed? What kind of communication did the coordinator have with the sponsors? the counselors? the teachers? Here again we sought to compare the coordinator's perceptions with those of the other three groups.

Scope of the interview: counselors. Counselors were formally interviewed once in each term. Six counselors, from four schools, were inter-

viewed. How much information did counselors have about the program? Did the counselors and coordinator interact on a regular basis, in the event of a crisis, or not at all? In what way did the counselors think they could be more helpful to the students, the coordinator and indirectly the sponsors?

The interviews provided a "dense" description of the reality of the internship from a number of different vantage points. To the extent that there is a "true" portrait of the program, we believe it is one drawn from the felt concerns of each of the program's participants. The personal interview format allowed these individual concerns to surface.

RESULTS: RESPONSES TO EVALUATION QUESTIONS

Results from the use of instruments are displayed in the appendix. Summaries of several interviews, and two case studies are also presented. These data, as well as the other interviews, provided the basis for responding to the evaluation questions.

The role of the coordinator is an absolutely crucial one to the success of the program. It appears to be somewhat formidable, as coordinator roles often are. Basically, the coordinator must find suitable sponsors/sites for students, and suitable students for the sites. S/he must draw them together in ways that facilitate the relationship that occurs onsite, and must provide support while the internship is in progress. This involves not only knowing and having good relationships with the business community, but knowing and having good relationships with the schools -- particularly counselors. Interpersonal skills are essential for the many interactions necessary in this role.

The program functioned during the 1977-78 year. Students were matched with sponsors, and considerable satisfaction was expressed by students and sponsors alike. Still, there were numerous coordination problems. The coordinator seemed very frequently to be racing to keep up, which must have caused considerable strain on the very caring and friendly person serving in that role, and which did result in certain program aspects being dropped (e.g., the special orientation for females first term). The problems seem to center on one factor: time to make arrangements. In one case, an intern was placed so late there was some question about her arranging full credit. In the case of one of the four schools, the schedule was entirely different than the other three, which caused considerable problems in "staggering" students into placements. A special loss was in orientation -- a loss that seemed to have resulted in some problems for students, since they started internships with neither their own or sponsor orientation to familiarize the involved persons with the program goals.

Lack of orientation was probably the major problem during the program year. The most glaring problem occurred when a sponsor expected a student to type; she expected not to. The placement lasted two days. The sponsor did not seem to understand program goals; he wanted extra help. Although, in general, the internships went smoothly, the problems and questions that were identified in the interviews and case studies* could probably have been mostly avoided if expectations, goals, and communication lines had

---

* The project director was provided with summaries/interpretations of the fall interviews, and with transcriptions of the spring interviews. These are not included in this report, to protect the confidentiality of the discussions.

been much more clearly delineated. Students and sponsors seem to need clearer guidelines and more assistance in developing goals and establishing good working relationships.

It also appears that the coordinator needs to get out to placements at least twice during the term -- once, near the beginning of the internship, and again later, to assure continued confidence that the student is supported by the program. Students did not manage to use the Friday seminars as a bridge to the coordinator from the placement, although this would have seemed logical. For some students, this was no problem; they operated independently and felt no loss in their lack of ties to the coordinator. For several students, there was a real problem, however, and in three cases the coordinator was not aware of problems until they became serious. If he had been in touch with the placement earlier, he might have spotted potential problems before they flared into real ones.

The coordinator expressed concern about the difficulty of being everywhere at once, and this seems a very reasonable concern. Yet itinerant teachers (such as for handicapped children, or in programs for gifted that are school-based) often have anywhere from a dozen to twenty children scattered around four to ten schools. If some of the management aspects could be tightened up and could work more smoothly, the coordinator could devote more time to a teaching role -- helping students with communication skills, and helping them probe their own experiences and insights, to draw deeper on their resources and expand their learning.

The seminars, on Friday, did not serve the purposes set for them fully, though there were some excellent aspects. The major things to consider seem to be just what the program wants to accomplish in the seminars. If this is clearly stated for all involved, it can probably

be planned for more efficiently. Of course there may be multiple purposes, too.

Focusing on management "cases" and issues provided valuable discussions for some of the interns. Yet for others this was the least satisfactory part of the seminars. The program got away from a management focus; students were placed in internships where their role was very different from that initially envisioned in the first year of the project. There were students in medical, financial, retail, hotel, architectural, auto repair and other settings. Not all offered management experience -- and not all students sought such. The seminars did not shift with the focus. As internships diversify, seminars may need to diversify as well, if a program sees them as an educational tool. Another possibility would be to use the seminar time for training in skills useful across internships, especially communication skills, which again and again surfaced as crucial and not optimum.

One additional question about the seminars must be addressed. Students are receiving credit for their internship. Whether they should be held accountable for Friday seminars, and if so in what manner, is a question an internship program must address. Additionally, the question of whether the seminar or needs that arise in the placement take precedence should be addressed -- and the answer made clear to students and sponsors.

QUESTIONS RELATED TO PROGRAM VARIABLES

The relationship of the sponsor and the student emerged as one of the most significant variables in determining the internship's success. All sponsors appeared supportive of the program and the interns in that

they were willing to take an intern on and saw the experience as a mutually satisfactory one. However, it appears that sponsors do not necessarily view their role as a close one with the student; i.e., that giving the student a smorgasbord of experiences (which serves very well, by student report, to familiarize them with the reality of an organization's operations) serves the goals of the internship. The picture of the sponsor as including the intern in executive meetings, etc., is not necessarily an accurate one. For one thing, Eugene sites are, as one might expect, not very large, and an executive meeting might be an owner or manager sitting down to his desk to make a decision! Where students feel sponsors could offer more, though, is in talk with the students about the kinds of decisions the sponsors make, the nature of their work, etc. One characteristic of "gifted and talented" youngsters seems to be a desire to reflect on experience, and to probe issues. In at least a third of the internships, though students reported very useful experiences, the internship was much like a typical vocational practicum. In one placement, the sponsor wanted "someone to help out in exchange for training." This sponsor did not understand, until very late in the term, that the student expected to learn about management. She saw her intern as an employee, who clerked and stocked, and brought in young people to buy. In other instances, where the sponsor had a closer relationship with the student, and where the tasks were closer to the manager's functions, students expressed intense satisfaction with the opportunity provided them by the internship.

Regarding characteristics of interns, the major question is whether the program wants to reaffirm its decision to use GPA as a single criterion for participation in the internship. With a few exceptions, sponsors did

feel that the students were exceptionally able, and there is a self-selection process operating as well, so that "motivation" acts as a second criterion, but since there are other possible criteria for giftedness, program staff might want to make a clear choice.

QUESTIONS RELATED TO SATISFACTION WITH PROGRAM

1. Interns. Interns were certainly happier to be in the internship than in school; all were happy to have had the experience. Several students had problems in that they did not have the full range of experience they specifically desired and tried to get. For example, in a hotel, one student wanted specifically to learn about banquets but did not. In a retail clothing store, a student failed to learn about buying. Another student in a medical setting "exhausted" the setting (in the opinion of the sponsor) before the term was over and moved on to another. Students especially reported pleasure with their own growth -- their ability to handle and solve problems, their increased commitment or refinement of career goals, and their recognized success in particular tasks or areas.

2. Sponsors. Sponsors were satisfied with the program. Several have taken two interns and almost all were eager to take more. They clearly got a big "return" on their investment of time and energy, for almost all students did credible and in many cases commendable jobs in their internships. A few sponsors expressed concern about skills students lacked which they felt were outside their ability to teach -- particularly interpersonal skills.

QUESTIONS RELATED TO THE ATTAINMENT OF PROGRAM OBJECTIVES
COMMENTS: NATURE OF THE INTERNSHIP

The reader is referred to the appendices for evaluators' discussions of particular internships. In general, these factors emerged as significant in determining the quality of an internship: (1) the success of the induction period in making clear what was expected from the student and the sponsor, and in integrating the student into the setting; (2) the presence or absence of "critical events," i.e., opportunities for the student to solve problems that were genuinely important to the company, or to observe or share in important decision making or problem solving; (3) the nature of the relationship between the sponsor and the student. Where the student was treated "like another employee," he or she learned a great deal. Where the student was taken on as an intern who needed, observed, and valued opportunities to discuss activities, ask questions, and truly get to know a sponsor, the internship seemed especially excellent.

Of course these are difficult factors to control. But making certain that sponsors understand the intent of the internship seems important to assuring, as much as possible, that the internship facilitates the attainment of program goals.

What is it that happens in the internship? In most cases, students become "full-fledged" members of a working team, coming in, not as a new employee who fills a slot, but as a kind of favored relative who is shown the ropes and allowed much choice in responsibilities. In such a supportive, nonthreatening atmosphere, the students' considerable skills flourish, and work becomes a reality for these young people. In many

cases, students recognize what kinds of skills and education they need to enter their chosen area as full professionals. For a few, the internship is a route to summer employment, or a valuable term of experience to give an edge in the competitiveness of the job market for the young. Though all internships may not fill the ideal of a program for gifted and talented, almost all seem to be valuable. Whether they are therefore successful depends on how stringently one holds judgment to ideal goals.

QUESTIONS RELATED TO PROGRAM OBJECTIVES

Objective 1: Did students develop greater awareness of their career goals, aptitudes and interests?

The answer seems to be a resounding yes. Students did learn more about themselves and the career area they explored.

Objective 2: Did students develop increased familiarity with occupational career opportunities in individual areas of special interest?

Some students did; others did, but rather indirectly. Most learned about the particular business or organization and extrapolated information about career opportunities. They also were able to make improved judgments about what they needed in order to become better prepared to face particular fields. The sponsors, obviously, knew how they got where they were going; they were not employment counselors and did not necessarily have information or interest in their field at large.

Objective 3: Did students demonstrate abilities necessary to deal with typical work entry problems?

Students adjusted quickly and well to site demands, except where there was insufficient agreement on the role the student would play. The "sponsor's interview feedback form" indicated that most students could have better communication skills. As the internships evolved, these were the skills that seemed to thread through all others, and where there were problems, communication seemed poorest.

Objective 4: Were female students able to demonstrate knowledge of law, agencies, and procedures that exist to protect them against discrimination in employment?

Female students expressed considerable confidence that they could succeed in their career areas, but they seemed to have brought that confidence with them and to have reaffirmed it in the experience. They seemed aware of discrimination, a "traveling seminar" took the female interns (second term) to meet several women in various positions. There, they discussed and heard the professional women discuss job discrimination, and the special "requirements" in being female. In telephone interviews, the interns expressed special pleasure in these experiences, and felt challenged but encouraged to pursue their goals. They did not have an opportunity to demonstrate knowledge of law, agencies, and procedures that exist to aid them.

Objective 5: Did handicapped students express willingness to accept as viable (for themselves or other handicapped individuals of similar activity) consideration of entry into professional or management or similar level careers?

Not applicable. No handicapped students were involved.

Objective 6: Did students develop an accurate understanding of the professional environment in the area of their internship?

Students clearly grew in their understanding of the kind of organization in which they were placed; most entered with a preponderance of interest and naivete, and left with valuable experience and sharp memories of key factors in the setting. However, they did not demonstrate the ability to generalize about the qualities, skills, and knowledge of executives or managers. Rather, they expressed things like, "My sponsor really got in and did a lot of things," or "He drives himself hard to succeed," etc. Part of this arises from the varying range of relationships students had with sponsors; students who were closer had better ideas of what sponsors did. Students seem to need more opportunity to reflect upon and draw conclusions about their experiences and the sponsors with whom they are working. They need the "distancing" and "objectifying" of discussion or reflection -- perhaps in seminars, perhaps in reflective papers. Or, perhaps, what they need is encouragement to assess their own strengths and qualities, in order to make choices about further education, training, and career goals.

RECOMMENDATIONS

Recommendations center about two areas: coordination/management, and program goals.

1. Management. The evaluator recommends that decisions about students and placements be made in the spring or summer before the beginning

of a project year. This may mean, for a new program, a start-up of one term with no students placed. This would be time very well spent in contacting counselors and administrators, making presentations to students and classes, and setting up potential placements with a range of sponsors. Students should make a commitment, and a commitment be made to them, before the school year commences, regardless of when they will begin their placement. All students for a year could then come together during the first week of school, or just before school starts, or even on a Saturday. All students should have the same orientation, the same understandings. Within each term, more specific orientation could be conducted to provide a forum for discussing goals and problems. Of course there would be some changes, but most students and sponsors could be identified well in advance, freeing the coordinator to attend to the induction period of the internship, rather than management/placement concerns while students are beginning their internships. Coordinator involvement in setting placements takes absolutely crucial time away from him/her when it is needed in the placement sites.

Similarly, sponsors and potential sponsors should be called together -- possibly even two alternate occasions being offered -- at the beginning of the year, either for a meeting, or a breakfast, or other event. Sponsors should be given orientation BEFORE they are assigned students. Some sponsors, once they clearly understand what is wanted from them -- that they are to act as mentors or a kind of educator, not just as an employer-- might not want to make a commitment. That decision should be possible before they are tied up with a student.

2. Program Goals. In the opinion of the evaluator, the most significant and most difficult question in determining what has been accomplished

lies in the definition of gifted students. How a district or a program views these young men and women will affect the judgments they make and the plans they implement. A high GPA is the most logical and most pragmatic criterion reflecting not only intelligence, but a host of other factors that influence grades such as school behaviors. It does not necessarily reflect creativity, ingenuity, potential executive skills, etc., though these may all be part of school performance. Even if the GPA is taken as the criterion for selection, this program is urged to remain open to other criteria. This staff has demonstrated flexibility in allowing students with lower GPA's but other demonstrated ability to participate in the program, and in each case was rewarded with excellent performance by the student.

The other consideration (besides selection) is expectations. Only by being clear about what a program thinks giftedness means can the program be clear about what they hope gifted students will get from the internship experiences. Overwhelmingly, the program succeeded, in making it possible for bright and energetic kids to learn new skills -- and to learn how bright their futures may be. Still, the program could seek ways to stretch these fine minds even further -- to provide, along with the training opportunity, an educational challenge. Gifted youngsters should be capable of <u>evaluating</u> and <u>synthesizing</u> their experiences -- and thus going beyond them. To help them accomplish such abstraction may be more difficult than icing a cake; it may require a new recipe. Still, after meeting so many fine students, one can only wish the very best for them -- a special program for special people.

PROSPECTIVE SPONSOR'S INTERVIEW FEEDBACK

6 responses

As you are well aware, the interview is a situation where both you and the student have an opportunity to learn about one another and about the relationship you might have if you work together. The internship program has tried to help the student gain confidence and skill, and would greatly appreciate your feedback about the interview. Your perceptions will help the program make decisions about its curriculum and student support. Please note that neither you nor the student is identified. We would greatly appreciate your honesty and your suggestions. Any comments or illustrations that throw light on the ratings would be very helpful; just write them in any empty space.

Number 1 is LOW and is described by the words at the lefthand side of the scale. The numbers 2, 3, and 4 represent degrees between HIGH (5) and LOW (1). Number 5 is HIGH and is described by the words at the right-hand of the scale.

PLEASE CHECK BY ENCIRCLING THE NUMBER APPROPRIATE IN EACH CASE.

EXAMPLE: You consider a student just slightly better than average on a certain skill or quality. You circle the number four (4), as follows:

1 2 3 (4) 5

LOW		HIGH
	1. Confidence	
reticent or passive; shy or stumbling; ill at ease.	1 2 3 (4) 5	very confident; related easily and freely.
	2. Courtesy	
curt, abrupt; not helpful; apparently bored or disinterested	1 2 3 4 (5)	notably courteous; friendly; appeared attentive and appreciative
	3. Skills in Communication	
halting or rambling; spoke too loudly; or too softly; difficult to understand or follow	1 2 3 (4) 5	expressed ideas fluently and easily; used language comfortably
	4. Quality of Resume	
lacked organization; poorly prepared; did not present relevant information	1 2 3 (4) 5	organized logically and relevantly; appropriate style; neatly typed
	5. Quality of Dialogue	
answered questions minimally; evidenced little knowledge of career area; little initiative	1 2 3 (4) 5	responded fully and appropriately to questions; initiated discussion; expressed interest and insight

6 responses

STUDENT QUESTIONNAIRE

For each question below, please circle the number that best suits your response. Note that a few questions require simply a yes or no answer. Most ask you to respond in terms of importance, frequency, or quality. In these cases, /1/ is MOST or VERY, and /5/ is LEAST or NOT AT ALL. You respond anywhere on the scale, as it reflects your thinking.

If you feel any question is unclear, please comment in the margin. If you have anything to add, do so in the margins or at the end.

Thank you for your honest and careful response.

	MOST/ VERY				LEAST/ NOT AT ALL
1. Overall, how satisfied were you with your experience as an intern?	1	(2)	3	4	5
2. Earlier, you rated your orientation. How would you rate your satisfaction with the orientation provided you, now that you reflect on the total experience?	1	(2)	3	4	5
3. Did you use a learning contract as a tool in negotiating your responsibilities?			YES	(NO)	
IF YES: How valuable was it?	1	2	3	4	5
4. Did you negotiate learning objectives, formally or informally?			(YES)	NO	
IF YES: How helpful was that process?	1	2	3	4	5
5. Below are some forms that sponsor feedback on your work might have taken. Respond to each in terms of frequency.					
5.1 Suggestions for improvement	1	2	3	(4)	5
5.2 Criticism of errors	1	2	3	(4)	5
5.3 Questions to provoke further analysis or consideration	1	2	(3)	4	5
5.4 Sharing results or samples of your work with others	1	2	(3)	4	5
5.5 Exhibition of impatience or disappointment	1	2	3	(4)	5

STUDENT QUESTIONNAIRE

6.	Overall, how would you rate your satisfaction with the seminars?	1	2	(3)	4	5
7.	How much emphasis would you say each of the following received in the seminars?					
7.1	Group support for one another's experiences and concerns	1	2	(3)	4	5
7.2	Information about school activities	1	2	3	(4)	5
7.3	Exploration of business issues, ethics, practices, etc.	1	2	(3)	4	5
7.4	Investigation of particular career areas and opportunities	1	2	(3)	4	5
7.5	Building communication skills	1	(2)	3	4	5
7.6	Problem solving related to your placements	1	(2)	3	4	5
7.7	Exploration of other skills	1	2	(3)	4	5
7.8	Self-assessment, related to your skills, knowledge, interests, values, etc.	1	(2)	3	4	5
	OTHER _____	1	2	3	4	5
8.	How important would you say each of the following are as topics/activities for seminars?					
8.1	Group support for one another	1	(2)	3	4	5
8.2	Information about school activities	1	(2)	3	4	5
8.3	Exploration of business issues, etc.	1	(2)	3	4	5
8.4	Investigation of particular career areas	1	(2)	3	4	5
8.5	Building communication skills	1	(2)	3	4	5
8.6	Problem solving related to placements	1	(2)	3	4	5
8.7	Exploration of other skills Specify _____	1	(2)	3	4	5
8.8	Other _____	1	2	3	4	5

STUDENT QUESTIONNAIRE

9. How accessible was the coordinator for information and support as needed?	1	(2)	3	4	5
10. How beneficial did you feel it was to prepare logs?	1	(2)	3	4	5
11. How frequently did the coordinator give you feedback on your logs?	1	2	3	4	(5)
12. How helpful was the coordinator's feedback on your logs?	1	2	3	(4)	5
13. How well do you feel you achieved the following objectives:					
13.1 Develop greater awareness of career goals, aptitudes,and interests	1	(2)	3	4	5
13.2 Develop increased familiarity with career opportunities	1	(2)	3	4	5
13.3 Develop understanding of the professional environment	1	(2)	3	4	5
13.4 Gain insight into qualities, skills, and knowledge that help an executive or manager function effectively	1	2	(3)	4	5
13.5 Demonstrate good work habits (e.g., promptness, courtesy, dependability)	1	(2)	3	4	5
14. How well do you feel you developed understanding of the following:					
14.1 Roles and functions in the sponsoring organization	1	(2)	3	4	5
14.2 Priorities and goals of organization	1	2	(3)	4	5
14.3 Processes by which decisions are made in the sponsoring organization	1	2	(3)	4	5
15. How troublesome did you find it to be away from regular school activities and friends?	1	2	3	(4)	5
16. How much opportunity did you have to develop academic skills (reading, writing, interpersonal, computational). Please specify.	1	(2)	3	4	5

_____

_____

19 responses

SEMINAR FEEDBACK SHEET

In a word or phrase, please describe the major topic of this seminar.

_____

Please circle the number that best represents your response for each of the questions below. Make additional comments on any free space.

1. I understood the focus and purpose of this seminar.

Not at all	Not very well	Fairly well	Very well
0	1	2	(3)

2. I think the focus of this seminar is an important one worth spending time on.

Worthless	Not very important	Fairly important	Very important
0	1	(2)	3

3. I thought the seminar was valuable.

Strongly disagree	Disagree	Agree	Strongly agree
0	1	2	(3)

4. I gained skill or knowledge by participating in this seminar.

No real gain	Little gain	Reasonable gain	Learned a lot
0	1	2	(3)

5. I would recommend using the activities of this seminar with other interns.

Forget it	Needs work first	Sure, why not	Absolutely
0	1	2	(3)

PRELIMINARY INTERVIEWS, CONDUCTED AND REPORTED BY GLEN D. FIELDING

This report provides a summary and an analysis of interviews with the four spring term interns who were placed as of March 10. The interviews were carried out at the interns' places of work early in their internship. Each interview included a tour of the site and an opportunity for direct observation of the intern's work.

The report is divided into two parts. Part I presents a summary of each of the four interviews. The intern's responses are grouped in terms of six categories: (1) orientation and initial expectations; (2) working agreements with sponsor; (3) actual work experience; (4) relationship with the school component of the program; (5) degree of satisfaction with the internship; and (6) suggestions for improvement. Part II offers an analysis of the interviews. The aim of the analysis is to find common themes in the students' testimony and to identify areas of strength in the program and areas that may require reworking.

Summaries

I. Chuck:* Fish Hatchery

(1) Orientation and initial expectations: Chuck knew one of the managers of the hatchery before entering the program and was familiar with the overall environment. He felt certain that his professional calling lay in the area of fish and wildlife management. He expected to learn about the procedures of operating a fish hatchery in general and about the role of the hatchery's biologist in particular.

---

* Throughout interviews, case studies, etc., fictitious names have been used for students and sponsors, and generic titles used for businesses and firms.

(2) Working agreements with sponsor: Chuck was given the option of assuming a participant-observer kind of status or that of a full-fledged team member. He chose the latter. Apparently, he made it clear that he wanted to share equal responsibility with the others and to learn by doing. Of course, since he was a neophyte, the sponsor expressed a commitment to explain carefully to Chuck the various operations of the hatchery before he tried his hand at them.

(3) Actual work experience: Chuck participated in, and reflected upon, all the essential aspects of life at the hatchery. The evaluator observed Chuck help two other staff members anesthetize and breed trout in the spawning room, clean the gateways to the fish tanks, inspect newborn fish for birth defects, and extract dead fish from the four year old stock. He analyzed the composition of the fish food, explained the life-cycle and nutritional requirements of the trout, and spoke of the place of the hatchery in the total recreational ecology of the state.

(4) Relationship with the school component of the program: None, as of March 9.

(5) Degree of satisfaction: "It's great for me. I love it."

(6) Suggestions for improvement: None, except at times Chuck wished he could receive reimbursement for the gas expense incurred driving to and from the hatchery (it's a fifty-minute drive each way).

II. Cynthia: A Printing Firm

(1) Orientation and initial expectations: Cynthia learned of the program through the form letter that was mailed to all students with the requisite GPA. She wants to become a commercial artist and felt that an internship with

a local advertising or printing firm would help her prepare for her career more adequately than courses in school. The printing company expressed an interest in sponsoring an intern; Cynthia went for an interview and was told to "come to work on Monday."

(2) Working agreements: No specific learning goals, work activities, or time schedules were established at the outset. There was a general understanding that Cynthia would do illustration and design for the firm's ongoing projects.

(3) Actual experience: At the time of the interview, March 9, Cynthia had only been working at the printer's one week. Nonetheless, she had designed, on her own, the "Walkathon" poster, to be distributed throughout Eugene, an illustration for a resort on the Oregon coast, and had begun work on another layout. She was free to "come and go" as she pleased, although she had adopted the standard eight-to-four schedule.

(4) Relationship with school component: None. Cynthia indicated that she had forgotten to inquire about the Friday seminars, but planned on doing so within the next few days.

(5) Degree of satisfaction: "I really like it here. . . I'm perfectly happy here. . . The work is just what I'm looking for."

(6) Suggestions for improvement: None.

III. Karen: A Bank

(1) Orientation and initial expectations: Karen heard of the program through friends, who had themselves learned of it in a presentation that the coordinator had made at their high school. Karen's career goal was to work in a bank, perhaps in middle-level management. She planned on seeking employment immediately after high school and hoped the internship would provide a

"foot in the door" at a local bank. The internship experience, Karen expected, would give her an edge over other high school graduates in applying for positions in the banking field.

(2) Working agreements: Karen's sponsor's main concern, as suggested in Karen's description, was that Karen gain exposure to a wide variety of work roles within the bank. Learning goals were not explicitly articulated.

(3) Actual experience: Karen was assigned to the teller station for four days. The first day there she simply observed and "became very confused." The second day she observed again, and her confusion was somewhat eased. On the third and fourth days, Karen helped "count money, roll quarters, add up the checks, and balance certain things." Next, she worked in the bookkeeping department, an experience she described as "too repetitious." She typed, balanced credit card payments, and performed routine calculations. Her third assignment took her to the vault where "there wasn't much to do." She "watched, counted mutilated bills, some deposits, stacked coins. . ."

(4) School component: Karen took a career interest test one Friday. This was the extent of her school/program activity at the time of the interviews.

(5) Degree of satisfaction: "The people here are really super. I've never been anywhere where people are so close. . . they all accepted me . . . It helps make you want to come to work. . . I'm getting an idea of what goes on all around the bank. . . I think I could help people out more. . ." Karen felt at home at the bank and was developing a sense of the various aspects of the bank's operation. For her this made the internship completely worthwhile.

(6) Suggestions for improvement: None.

IV. Amy: County Transit Department

(1) Orientation and initial expectations: Amy envisioned a career in accounting and/or business management. She had taken an accounting course in school and wanted to apply and expand upon what she had studied. Appropriately enough, she was placed in the accounting section of the Transit Department.

(2) Working agreements: Amy and her sponsor, a head bookkeeper, agreed to work in close cooperation on the daily financial reports and transactions. As in the case of the other internships, specific learning outcomes were not discussed.

(3) Actual experience: Amy worked on payroll, dispersements for maintenance of physical plant and related accounting matters. Although she had worked only three weeks at the time of the interview, she was pursuing much of this work independently.

(4) School component: Amy had no contact with the district except to take career interest tests. Amy had called the Business Internship Office several times to find out about activities available to her and to clarify the exact number of academic credits she would receive for the internship. Her calls were not returned. She felt peculiarly "separate" from the program and wondered if she were "missing out" on something.

(5) Degree of satisfaction: Amy was pleased with her placement. She appreciated the opportunity to apply accounting principles to which she had been introduced in school. She noted that the procedures she was learning would enable her to manage any business more effectively.

Amy did voice reservations, however, about the school component of the program, as suggested above. She received neither support, nor information, nor guidance from school personnel. The lack of communication, support and guidance, represented a shortcoming of the program in her eyes.

(6) Suggestions: Improve communication between the district and the interns.

Analysis

The most striking chord of harmony in these interviews is the high degree of satisfaction the interns expressed. In all cases, their expectations for the work experience were being fulfilled. Each of the interns affirmed that the internship was worthwhile in itself and significantly more valuable than spending the term in school would have been. Each expressed enthusiastic anticipation of the remaining internship. The placements helped the students develop career oriented knowledge and skills, it would appear, and served to clarify, or confirm, their educational and professional goals. From the participants point of view, the program was a resounding success.

Amy's criticism of the school segment of the program does, however, bear examination. None of the interns had any contact with the district apart from the career interest test. In Amy's case, such distance gave rise to uncertainty and a sense of alienation from her peers.

According to the coordinator, the school-based part of the internship had been stalled for two reasons. First, the process of locating appropriate sponsors was taking more time than originally anticipated. Attention was centered on placing the many students whose requests for internships had yet to be filled. A second reason for the delay was that the full student membership of the spring program could not be assembled until near the end of March, when the last entering participants would be ready to begin. One school was on a tri-semester system, and spring term began considerably later for its students than for the other students in the district. Until the full complement of interns could meet, the coordinator implied, the school component of

the program could not move into high gear.

While scheduling and placement problems do seem constraining, it does appear that a more concerted effort to link the interns with each other and to provide for the school related aspects of the program could be made. Even if only four interns could be placed within the initial weeks of the term, these four should, one might reasonably expect, be offered more explicit support and instruction.

In terms of the educational, as opposed to the training, value (see this evaluator's first report) of the internship, the position of the district remains vague. There is little question that the fish hatchery, printing company, and the transit department helped the interns begin to master the tools of their profession. The quality of learning at these placements seemed consistent with the career and professional focus of the program. In Karen's case, however, there is a sense that her learning was more short-term and vocational in nature. Karen, it must be noted, wanted it this way, for her abiding concern was to secure a job right after high school. Karen found the role of teller most exciting and considered applying for this position upon completion of the program. Given Karen's own motivation and interests and her assignments in the teller station, the bookkeeping department, and the vault (her assignments will change throughout the term), one wonders if the internship is living up to its charge. Karen's experience seems to belie the image of a gifted and talented student learning the principles and practices of her future profession. From Karen's viewpoint the main benefit of the program was that it would enable her to "beat out" other recent high school graduates in the race for a job. Neither on the basis of the intern's aspirations nor on the basis of the quality of instruction the intern receives on the job, has the program drawn a workable distinction between its purpose and that

of more traditional forms of vocational education.

On the whole, the internships were both satisfying to the students and educationally meaningful. The program might be improved, however, by strengthening the bonds of communication between the district and the interns and by establishing safeguards against narrowly vocational types of experiences.

PRELIMINARY INTERVIEWS, CONDUCTED AND
REPORTED BY MARIANNE ANDREWS HUNG

This paper presents an in-depth profile of one student intern, Jessica, a high school senior who participated in the internship program during her last school term for mid-April to mid-June, 1978. Jessica was chosen randomly as the focus of the study. The reader is alerted, however, that in several respects Jessica was not a typical case. She had more problems than anyone all year. She herself, though certainly able, evidenced some personal problems that did not emerge in other internships. At the same time, there were other interns who had trouble adjusting, or getting just what they needed, and looking at Jessica's case may help the program, or other programs, identify key variables in problem situations.

As part of the principal evaluator's efforts to explore as many variables as possible, this case study supplements the earlier data gathered from intern/sponsor interviews and intern questionnaires. The study was designed to involve one evaluator as a responsive observer in one intern's experiences with the program. The evaluator had the opportunity to capture and record a variety of impressions, "hunches," observations and conversations that contributed to a rather complete picture of the internship experience; one that, hopefully, contributes to a sound appraisal.

This study is divided into two parts. Part I, summarizes the internship experience. The summary categories are presented chronologically. They are based on data collected from onsite visits, formal and informal interviews and visits to weekly seminars. Part II offers an analysis of the internship experience. Strengths and weaknesses of the program are examined through the narrow but highly focused lens of the case study. The analysis is structured around three variables that the interim report (Februay, 1978) earmarked for further exploration:

(1) the presence or absence of "critical events" or challenges that the intern has encountered during the internship;

(2) the quality and duration of the induction period that oriented or failed to orient the intern and sponsor to their new roles;

(3) the nature of the relationship that developed between intern and sponsor.*

Summary

(1) Orientation and initial expectations: Jessica first learned about the program at the end of her junior year when she received a form letter that the coordinator sent to all high school students with the requisite GPA (3.55). She was immediately interested in an activity that might provide her with "good experience in the fields I'd like to go into (the travel or floral business)." Jessica also wanted a change from coursework. "Right now I'm just taking basic credits like Arts and Crafts. . . so I figured I'd do something constructive with my time." Although Jessica told me that she had had difficulty getting admitted to the program ("I had to chase the coordinator down -- calling him on the phone and all he said was 'I'll get back to you'"), she continued to try because she believed that career experience would give her "a foot in the door and a headstart on most people."

Students' initial experiences with the program include decisions made with teachers and counselors about the kind and amount of academic credit they will earn in the internship. Jessica was not admitted to the program until the middle of the second semester because she hadn't been placed with a sponsor. When she was finally placed in mid-April, she had to arrange variable

* Throughout interviews, case studies, etc., fictitious names have been used for students and sponsors, and generic titles used for businesses and firms.

credit for courses that she was already taking. This posed a problem because "I didn't even know what variable credit was. We have to have that arranged at the semester." Jessica's counselors verified Jessica's perception about the hassle of mid-semester credit transfers. "There was no nice clean break in the schedule and Jessica had to go through a difficult procedure to get partial credit for classes she was already in . . . We saw it as a district program and tried to accommodate the foul-up as best we could."

(2) Initial work experience: first placement. I met Jessica at an intern seminar two days before she began to work at a travel agency. We agreed that I would visit her there on her third working day. That morning the manager met me at the door and announced that Jessica was no longer working there. He informed me that a misunderstanding had taken place between Jessica and the owner about the work she had been expected to do. I spoke to Jessica that evening, asking her to tell me as much as she could about what had happened and how she felt about it.

Jessica remembered that "Mr. Wise kind of laid it out that (the coordinator) had given him the idea that I was gonna type. . . that I had all the skills which I didn't have (in business). Mr. Wise didn't know why I was there, what hours I was supposed to work, what I was supposed to do. All he knew was that I was sent there to help them. . . (On my second day) he watched me type a letter and said it wasn't good enough and I said I didn't think that's why I was there and he said the job would involve a lot of typing and I said that I'd better go down and talk to the coordinator." Throughout our interview Jessica's reactions ranged from anger (I'm really kind of mad and upset about the whole thing") to thoughtful self-analysis. ("I guess I'm not thinking about the experience I'm getting -- instead I'm thinking about the experience I'm supposed to be getting.") Although she quite vehemently

expressed her impatience with her recent treatment, she remained loyal to and optimistic about the learning experience of the program. ("It's a good program. . . I told the coordinator that I don't want to cop out on it.")

Reactions of significant others to Jessica's misplacement: Opinions of the sponsor, the coordinator and the counselors. All four people corroborated the gist of Jessica's remarks while maintaining simultaneously that hers was an "atypical case." As each person offered an explanation of what might have gone wrong, I gained a partial sense of his or her conception of and expectations for the internship. The coordinator believed that the "right kind of student" could handle such a misunderstanding. During interviews with prospective interns he looked for qualities like adaptability, awareness that actual experiences might differ from original expectations and the ability and willingness to adjust to these differences by talking to the sponsor, sharing in the seminar and writing reflectively in the student log. The coordinator had "a gut feeling" that Jessica possessed these qualities when he accepted her. When I asked him the reason for her late placement and the resulting mix-up, he told me that she had chosen to work in the second semester and that it had been difficult to line up a sponsor in the travel business. He added that students were expected to enroll in courses while awaiting placements. He assumed that Jessica had understood her obligation to arrange credit transfers before her placement materialized.

Mr. Wise had a clearer idea of the skills he would expect of a business intern ("You should not place a student in a business if he or she can't type.") than he had of the demands of the sponsor's role. ("I interviewed her but only asked general questions about what she wanted. Now I would ask a lot more questions.") Even though he had heard about the program from "friends who teach in the district," and considered it "a good idea," he said nothing that revealed an understanding of the sponsor's role.

The counselors did not appear to know much about the internship. ("Two students came to see us about it this year. . . We don't have too much contact with it.") They did not know how credit was allocated ("Whether the coordinator has dealt with our administration or has a free hand -- we don't know."), nor were they sure which agency or department was in charge. ("It sounds like one the business department used to have.") When Jessica came to see them about the loss of her placement and her uncertainty about graduating that spring, both counselors simply advised her to keep in contact with the coordinator. They also upheld his assumption that it was up to Jessica to take responsibility for her own graduation requirements.

(3) Interlude between placements. The coordinator made the decision to find Jessica another placement because the first sponsor's reservations about her lack of skills convinced him that Jessica would have a "hard time" there. During the weeklong interim between placements Jessica did not participate in any school activities. By the end of the week she seemed restless and increasingly anxious to re-enroll in classes in order to have enough credits to graduate. She told me that her mother was displeased, but was waiting to see what happened and that her younger sister (who was also interested in the internship) was determined to plan better and avoid Jessica's situation. The most striking consistency in all our conversations, however, was Jessica's reaffirmation of her intention to continue the internship if another placement became available.

(4) Working agreement with second sponsor. Jessica's new sponsor was George Allen, the owner of a flower shop. He and Jessica did not agree on any explicit learning goals or work activities before her internship began. His telephone conversation with the coordinator and his interview with Jessica did not yield too much information about Jessica's qualifications or expecta-

tions. ("I got no real information about the program or Jessica. . . no goal statements or records.") Although Mr. Allen was favorably disposed to "any program that gets young people in touch with the real job world," and although he felt that his role involved "interacting with Jessica -- finding out if it's the business she's interested in or just feeling good about herself," he admitted that he lacked experience "talking to high school kids" and didn't know how to convey to Jessica his impression that she was "just shopping around."

(5) Actual work experience: second placement. Jessica began to work at the flower shop just before Mother's Day. Mr. Allen frankly appreciated her help and her willingness to please during that busy time. I watched her fill bud vases, arrange greens for large bouquets, sweep, fold boxes, make corsages and telephone long distance wire orders. She got along well with the floral designer and earned Mr. Allen's respect for being an efficient employee. Due to this satisfying initial induction period, Jessica was generally pleased with her placement. ("I'm glad I have this job. It's really fun.") The only recurring problem seemed to be "finding things to do to keep from getting in the way." Mr. Allen agreed that this was a problem for Jessica. He thought it might be due to her lack of self-confidence. ("She doesn't ask enough questions about the business or volunteer enough information about what she's interested in.") He said that he kept meaning to sit down and talk with Jessica in order to draw her out, but it was not apparent that he ever did.

(6) School component: weekly seminars. According to the coordinator, the principal purpose of the weekly seminars was to sensitize student interns to the theoretical aspect of business management. Students were given the opportunity to share and reflect upon their own and each other's experiences

and to discuss and try to solve hypothetical managerial dilemmas that the coordinator presented to them. Most of the time Jessica participated a great deal. During the seminar she showed a lively interest in and a shrewd understanding of the complexity and differentiation of a manager's role. After the seminar, however, Jessica often appeared bored and dissatisfied. She confessed that there was nothing about it that she liked. "It's a waste of time. . . I get nothing out of telling people what I do or learn anything from them. . . I'ts a drag. . . something to keep you occupied."

Jessica did not fulfill the seminar's written requirements. On May 19 she scribbled a goal statement for me which I'm pretty sure she shared with neither her sponsor nor her coordinator:

> My main goal for the florist shop is to learn how to do the basic things like arranging flowers, selling to customers and making sales over the phone.
>
> My long range goal is to be able to use some of my skills that I may learn in management to apply to another job.

To the best of my knowledge, Jessica did not keep a student log.

(7) Suggestions for improvement. From the coordinator: (1) getting one sponsor to recommend another; (2) using an experience like Jessica's to anticipate trouble spots next year. The initial sponsor, Mr. Wise: (1) requesting student transcripts, letter of recommendation and written goal statements before the interview; (2) asking more questions during the interview. Counselors: (1) specifying a time for student entry into the program, either semester or quarter breaks; (2) selecting next fall's interns the previous spring; (3) providing the coordinator with information about student needs and fears that have been shared with counselors; (4) making sure that the district doesn't have multiple career intern programs -- all doing the same thing; (5) requesting that the coordinator visit all school counselors and administrators at least once; (6) providing the interns and sponsors with a

forum for getting acquainted and exchanging perceptions about the program -- maybe one seminar; (7) keeping communication open to accommodate special intern cases -- letting counselors know ahead of deadlines. The second sponsor, Mr. Allen: teaching sponsors how to interact with their interns -- or at least letting them know this is an important part of their role. Jessica: emphasizing the employees' side of things more than the management side -- since most interns are on that level.

Analysis

In the judgment of several key people in the program, Jessica's experience with the internship was atypical. On the one hand this is a true statement. No other intern worked for two sponsors in two different areas of retail management and no other intern left his or her placement after the second working day. On the other hand, the statement is incomplete. Other interns often sounded as confused as Jessica did. They didn't always know how to pin down their goals, talk to their sponsors, or, in other ways, get the most out of their internship. At the Sponsor's Breakfast, for example, a number of them admitted that they could have done more earlier to enrich their internship. As I observed and interviewed more people connected with Jessica's experience I uncovered areas of common ground between Jessica and the other interns. My data support the hypothesis that the success of the internship in general depends on two things: (1) the ability of an intern to connect his or her various experiences to well articulated goal(s), and (2) the sensitivity and support of a sponsor.

My elaboration of the hypothesis will focus on three pivotal characteristics of internships: (1) critical events; (2) the induction period, and (3) the intern-sponsor relationship. One of the most crucial intervals in any program is its induction period. Prospective recruits need to know admission

criteria. New recruits ought to be familiarized with program routine and expectations as quickly and smoothly as possible. Trainers must have a plan or structure for imparting knowledge and encouraging interaction, although in a new program, it's wise to anticipate the need for frequent adjustments of that plan. Finally, peripheral experts like advisors should be kept informed so that the advice they offer is pertinent.

Jessica would probably have benefitted from knowledge of explicit criteria for admission to and performance within the internship. The coordinator shared the same insight with me when he described the kind of student that would succeed in this relatively unstructured and self-reliant program. If students were selected early enough perhaps there would be time for teachers and counselors to verify the coordinator's initial impressions about "admissibility." In order to facilitate this process, prospective interns could be asked to submit concrete goal statements about particular careers, or imaginative essays about their future in five or ten years. If Jessica had had to sit down and think through some ideas about herself, her environment, her goals and alternative paths to these goals, she would have been less vulnerable to other people's misleading assessments of her capabilities and more able to assert her own expectations of the internship.

Because they had only vague ideas about sponsorship, both sponsors did less for Jessica than they were able and willing to do. Both men impressed me as highly intelligent, sensitive and concerned human beings who wanted to work with students but didn't really know how. The coordinator's suggestions that one sponsor recommend another, and one counselor's endorsement of an intern-sponsor seminar anticipated my conclusion that the sponsor's knowledge of his or her role is crucial to the success of the internship.

Jessica's counselors were inadequately informed about the specifics of the internship and they reacted by becoming less interested and involved than they might have been. The counselor's recommendations for program improvement consequently focus on strategies to increase the awareness and participation of school personnel by opening up channels of communication.

After listening to student sharing at the seminars and comparing their remarks with Jessica's, I concluded that much of the internship's initial uncertainty is due to the failure of the induction period to delineate performance expectations and clarify intern/sponsor roles.

Jessica faced a critical event as an intern, a student and a human being when she encountered expectations from her first sponsor that she could not fulfill. Although her departure from him was impulsive and immature, she very quickly tempered this reaction. During the anxious interlude between placements Jessica both sought advice and encouraged discussion about her situation. While she gave every indication of maturing temperamentally it was less easy to detect parallel professional growth. For example, Jessica's sincere desire to take responsibility for her part in the program was evidenced by her offer to return to the travel business. She did not, however, prevent a reoccurence of similar misunderstanding with her second placement by making sure that she and the coordinator told the right story to the sponsor. When I talked to the coordinator about the educational value of Jessica's experience, he admitted that she would have learned more if she had had guidance in unraveling reasons for the problem and re-weaving alternative solutions to it.

To the degree that a person perceives an event as significant because it has upset their equilibrium, Jessica's first placement was significant. Perception of disequilibrium is, however, merely a necessary but not a sufficient event "critical" to that person's growth and development. A critical

event must not only be recognized; it must be reflected upon. The event should also be instrumental in changing some attitude or behavior. Because I did not notice such a change in Jessica's preparation for her new placement I would not call her first placement critical.

What was the nature of the relationships between Jessica and her two sponsors? Obviously the first sponsorship was too short to draw any conclusions. In the more fertile field of the second sponsorship the seeds of a trusting and productive relationships were sown during the busy week before Mother's Day, although I do not think the relationship went very far beyond. Before Mother's Day, whatever hesitancy and lack of confidence Jessica might have felt was dispelled by the certainty that she was needed, that her being there and doing small tasks allowed others to handle larger tasks. Mr. Allen's sincere interest in Jessica as a person and her strong desire to please him were additional ingredients that promised mutual growth in the relationship.

After Mother's Day, however, the relationship became stunted. Although Jessica still tried to please she did not initiate questions and activities. At times Jessica confessed she was bored. Although Mr. Allen was still aware of Jessica's need to be liked and encouraged he did not communicate this awareness to her. He was often away from the shop. At the Sponsor's Breakfast it was not apparent that Jessica and Mr. Allen had grown together by sharing each other's perspectives of their roles and/or working through job-related crises together. As I listened to other interns summarize their experiences I noticed that those students who could joke with their sponsors and speak about their job as "we did this" instead of "I" also had more interesting tales to tell about the kind of work they did.

What variables and what combinations of them produce a successful relationship, one in which the sponsor's gain as a businessperson is not sacrificed to the growth s/he fosters in the intern? Whenever we deal with human interaction there is no single nor simple answer. Certainly Jessica and Mr. Allen had many of the qualities that predicted a mutually satisfactory partnership: sincerity, willingness to work, intelligence and stamina. From this case study it seems that they might have needed more initiative -- in asking questions, proposing activities and generally taking risks -- to improve their situation. Perhaps initiative comes through commitment. Maybe Jessica and Mr. Allen just needed to make a commitment: to themselves, to each other, to the job or to the program in order to create the rich atmosphere of a learning situation. On the other hand, the significant missing variable may have been skill -- interpersonal skill, communication skill, whatever name that might be given to the ability of people to state needs, expectations, concerns, and warmth -- what is especially important is that these skills can be learned.

The conclusion of this paper is a restatement of the hypothesis: that student ability to connect goals and experiences will grow if coupled with sponsor sensitivity to the need for this growth. Jessica might have grown more if she had been guided more: by explicit requirements that she had to fulfill; and by occasional glimpses behind the scenes of her sponsor's work. Unless we can afford the time for students to learn both the facts and the patterns of career education on their own, it seems that the sponsor must play a more instructive role (which means s/he must be instructed) in the internship program.

SUMMARY OF INTERVIEWS*: Chuck
BY ROBERT KIRSCHMANN

Chuck was a seventeen-year-old senior who graduate from North Eugene High School June, 1978. After working with Chuck for almost two months, I would subjectively describe him as extraordinarily mature and level-headed.

Chuck claims to have first heard of the program in the middle of his junior year when a science teacher told his class that a former student had entered the program and was assigned to the wildlife branch of the Oregon Department of Fish and Wildlife. Chuck asked his teacher for more information and was referred to the coordinator. In the spring of 1977, Chuck submitted his application for the program through his school and in a week received a note asking him to call the coordinator. Chuck arranged for an interview with the coordinator at that time and in the autumn Chuck spoke to him again for an hour and a half.

Chuck reported that he had been interested in a career with the Department of Fish and Wildlife since eighth grade. From his sophomore year at North Eugene onward, he planned to go to Oregon State University and major in fishery biology. Chuck did not want to enter the program until spring term of his senior year because he wanted to finish off his competencies and mandatory classwork first. He succeeded in fulfilling all his graduation requirements by the end of fall term. As he was completing his academic program, Chuck spoke to a representative from O.S.U. and a guidance counselor about his plans to enter the program. The O.S.U. representative urged him to gain the

* Throughout interviews, case studies, et., fictitious names have been used for students and sponsors, and generic titles used for businesses and firms.

This information was gathered in six interviews with Chuck over the months of May and June, 1978, one interview with the sponsor, and Chuck's log.

experience of the program, but his counselor advised him to pick up advanced credits in calculus and the sciences.

He heard nothing more from the coordinator until December 1977. Chuck would have begun his internship at the hatchery in January, but he came down with mononucleosis and was not formally interviewed at the hatchery until February 27. He began working at the hatchery the next day. Chuck noted that he knew two people who were professionally connected with the hatchery before he began working there. He had spoken to them about his plans and they urged him to go ahead with them. Chuck felt that his acquaintance with those people had no bearing on his placement.

Chuck said that the men at the hatchery had had negative past experiences with high school students who had been placed there earlier. He felt that he was being tested for a long time, and it was not until the end of the fourth week of his placement, around March 30, that his log states that he was fully accepted by the men with whom he was working. He began his experience by being assigned to pick out bad trout eggs from healthy ones -- the most boring and menial chore at the hatchery. He was gradually given more responsibility and assigned the following duties which have been listed in chronological order: cleaning intake screens, cleaning and sterilizing a pond, stocking fish, feeding steelheads, examining fish parasites under a microscope, taking mortality rates, liberating fish, loading fish for transport, treating fish with fungicides, feeding breeder stock, learning some of the bookkeeping features, and doing end of the month reports.

In late May the manager of the hatchery died unexpectedly. The foreman was given the position of acting manager, and under him Chuck was exposed to the managerial aspects of the hatchery. The foreman had had limited administrative experience and used Chuck in small part as an assistant. The foreman

had worked closely with Chuck in the field. Both the foreman and Chuck agreed that during his internship Chuck had done virtually every job at the hatchery and had been accepted by the crew as an equal. The foreman confided that he had tried to find the funds to hire Chuck for the summer but failed.

Chuck said that his inclination toward a career with the Department had been solidified, but that his experience had made him decide to become a biologist as opposed to a hatchery worker. The foreman supported him in that decision, and I subjectively felt there was a bond of friendship between the sponsor and student. Chuck plans to attend Oregon State University and major in biology.

Chuck was very supportive of the program. He said that he was missing some of the activities normally associated with senior year, but did not feel he was sacrificing much. Because of the time commitment, Chuck felt forced to give up his part-time job, but he stated he felt his experience at the hatchery was definitely worth his effort.

3.0. PROCEDURAL DETAILS

3.1. WORKSHEETS: QUESTIONS, DATA SOURCES AND COLLECTION, ANALYSIS COMMENTS

Evaluation Questions	Primary Purpose of Response*	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
Questions relating to the feasibility of the program as a means of providing gifted and talented students a viable opportunity to interrelate the world of education and the world of work in a community-based strategy.					
1. Functions and Resources Necessary for the Management of the Program.					Lists of major needs concerns, & problems
What were the major needs and problems in initiating the program?	D/S	Coordinator	Interview	October	
What were the major needs and problems in developing the program?	D/S	Coordinator	Interview 1977 Evaluation Final Report	October	
What were the major needs and problems in maintaining the program?	D/F	Coordinator	Interview Coordinator Log	March Ongoing	Revised role description; list of highly valued skills, experiences, training, etc.
What background, training, or experience was perceived by the coordinator as particularly valuable in facilitating the performance of his role?	D/S			March	

*D=Descriptive; E=Evaluative, Judgmental. F=Formative, i.e., 1st term feedback to affect second term/will also contribute to summative. S=Primarily summative, for accountability and dissemination needs.

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
2. Screening and Selection of Sponsors and Students.					
(See questions related to variables characterizing program.)					
What were the screening and selection procedures?	D/S	Coordinator Files (brochures, flyers, etc.)	Interview	October March	List of materials Description of procedures
Were these procedures effective in eliciting interest and support of appropriate school personnel?	E/F	School personnel	School survey	October	
3. Orientation and Training of Interns.					
How did students perform in interviews?	E/F	Sponsors	Interview feedback forms	September and February	
How satisfied were interns with the orientation?	E/F	Interns	Orientation feedback forms	September and February	
Was the learning contract a valuable tool in negotiating internship experiences?	E/F	Interns Sponsors	End-of-term Inventory II Inventory I	Jan./May	
Was the process of negotiating learner objectives helpful?	E/F	Interns Sponsors	Inventory II Inventory I	Jan./May	
What forms of feedback and evaluation did sponsors provide interns?	D/S	Interns	Inventory II Interviews	Jan./May	
How satisfied were interns with the seminars?	E/F	Interns	Seminar feedback forms Inventory II	Monthly Jan./May	

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
4. Support for Interns in Site; Monitoring.					
What kinds of support were perceived by interns to be most valuable (e.g., site visits, counseling sessions, peer interaction)?	D/F	Interns	Inventory II Interviews	Jan./May Jan./May	
Did interns express need for more support (in kind or type)?	D/F	Interns	Inventory II Interviews	Jan./May Jan./May	
How accessible and helpful was the coordinator in facilitating intern adjustment?	D/F	Sponsors Coordinator	Inventory I Interviews Logs	Jan./May Jan./May Ongoing	
Did female interns express the need for support, attributable to their sex?	D/F	Interns (fe.) Coordinator	Interviews Logs	Jan./May Ongoing	
Did handicapped interns express the need for support, attributable to their handicap?	D/F	Interns (handicapped) Coordinator	Interviews Logs	Jan./May Ongoing	
Did handicapped interns express the need for support, attributable to their handicap?	D/F	Interns (handicapped) Coordinator	Interviews Logs	Jan./May Ongoing	
5. Documentation of Internship Experiences.					
Were documentation procedures adequate for monitoring purposes?	E/F	Coordinator	Files Logs	Ongoing	
6. Special Activities for Female Interns.					
What was the nature of the special meetings?	D/S	Coordinator	Logs	Monthly	List of meeting topics and brief format description
How interesting and useful did interns perceive these to be?	D/F	Interns	Inventory II	Jan./May	
Were particular topics or formats favored?	D/F	Interns	Inventory II	Jan./May	

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
Questions related to understanding the program variables.					
1. Characteristics of Good Sponsors/ Placements.					
Are the criteria for site selection realistic and helpful?	E/S	Coordinator	Interview	March	List of criteria
Did sponsors meet criteria?	E/S	Interns Sponsors Coordinator Interns	Inventory II Inventory I Interview Logs Document Review Summary	Jan./May Jan./May March Ongoing Jan./May	
Did any deviations from these criteria affect quality of internships?	E/S				The evaluator will seek correlation of criteria in depth analyses of internships selected in mid-term as excellent and less excellent by coordinator and evaluator
Did sponsors perceive the educational objectives of the program to be worthwhile?	D/S	Sponsors	Inventory II	Jan./May	
2. Characteristics of Interns.					
What are the (demographic) characteristics of the interns?	D/S	Interns	Demographic questionnaire	Sept./Feb.	Table displays data
Are the criteria for selecting interns adequate?	E/S	Coordinator Sponsors School personnel	Interview Inventory II School survey	March October	

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
3. Relationships with School Personnel.					
Who are key personnel (roles) in recruitment and support of students?	D/S	Coordinator	Interview	March	
Were all schools represented?	D/S	Coordinator	Files	March	
Questions related to satisfaction with program.					
1. How satisfied were interns with program?	E/S	Interns	Inventory II	Jan./May	
2. How satisfied were sponsors with program?	E/S	Sponsors	Inventory I	Jan./May	
3. How satisfied were parents with program?	E/S	Parents	Survey	Jan./May	
4. How satisfied were school personnel with program?	E/S	School personnel			
Questions related to the attainment of program objectives (student outcomes).			Logs: Profiles & Summary End of term reports Interviews Interviews Logs Interview	Ongoing Jan./May Ongoing Oct./Mar.	Two kinds of profiles will be developed: a) A graph summary of activities. b) A narrative profile
What, generally, is the nature of an internship, i.e., roles performed, relationships, types of activities, etc.	D/S	Interns Sponsors Coordinator			
Do differences in the range of activities appear to be a function of the type of work, intern characteristics, or other factors?	D/S				All data will contribute to the effort to form some hypotheses about these relationships

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
Objective 1:					
Did students develop greater awareness of their career goals, aptitudes and interests?	E/S	Interns	Pre-term Inventory	Sept./Feb.	A rating scale will be developed for appropriate short answer statements in pre-test; the same criteria will be applied to reports, to make a score comparison possible for some factors. This will be piloted in the fall; if a scale is sensitive and rater reliability (probably among coordinator, evaluator, and an additional outside person) is adequate, scores may be tested for significance, probably by a non-parametric test. Similar procedures have been developed in composition research and evaluation, and this would be a worthwhile contribution to career education evaluation. However, this should be viewed as an instrument development procedure.
			Post-term Inventory II	Dec./May	
		Parents	End of Term Survey		
Objective 2:					
Did students develop increased familiarity with occupational career opportunities in individual areas of special interest?					See notes for #1.

3.1. WORKSHEETS: QUESTIONS, DATA SOURCES AND COLLECTION, ANALYSIS COMMENTS

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
Objective 3:					
Did students demonstrate abilities necessary to deal with typical work entry problems?	E/S	Sponsors Coordinator Interns	Work Habit Analysis Logs Logs		
(Related also to questions on interview and negotiation skills.)					
Objective 4:					
Were female students able to demonstrate knowledge of law, agencies, and procedures that exist to protect them against discrimination in employment?	E/F/S	Female interns	Pre-term Inventory End of Term Inventory II, Attachment Interviews	Sept./Feb. Dec./May	This informal curriculum is a new activity this year, and as such may be modified by availability of resource persons, interest and feedback of interns, etc.
Did they express willingness to accept as viable (in themselves or other women) consideration of entry into nontraditional career areas?	D/F	Female interns	Pre-term Inventory Attachment Interviews	Sept./Feb. Dec./May	
Objective 5:					
Did handicapped students express willingness to accept as viable (for themselves or other handicapped individuals of similar activity) consideration of entry into professional or management or similar level careers?	D/S	Handicapped interns	End of Term Inventory II Interview	Dec./May	
		Handicapped interns	Inventory II	Dec./May	
Objective 6:					
Did students develop an accurate understanding of the professional environment in the area of their internship?	E/S	Interns	End of Term Reports Interviews	Dec./May	
Did they gain insight into the qualities, skills, and knowledge that help an executive or manager function effectively?					

3.1. WORKSHEETS: QUESTIONS, DATA SOURCES AND COLLECTION, ANALYSIS COMMENTS

Evaluation Questions	Primary Purpose of Response	Data Source	Method of Collecting Data	When Information is Collected	Additional Comments on Analysis and Reporting
Objective 6 (Continued)					
Was the student able to describe roles and functions relevant to the sponsoring employer and site?					
Was the student able to demonstrate knowledge of the employer's organization: priorities and goals, decision-making processes, major services or products, etc.?		---------- Sponsors	Inventory II Interviews	Dec./May	

PROSPECTIVE SPONSOR'S INTERVIEW FEEDBACK

Appendix 2: Instruments

As you are well aware, the interview is a situation where both you and the student have an opportunity to learn about one another and about the relationship you might have if you work together. The internship program has tried to help the student gain confidence and skill, and would greatly appreciate your feedback about the interview. Your perceptions will help the program make decisions about its curriculum and student support. Please note that neither you nor the student is identified. We would greatly appreciate your honesty and your suggestions. Any comments or illustrations that throw light on the ratings would be very helpful; just write them in any empty space.

Number 1 is LOW and is described by the words at the lefthand side of the scale. The numbers 2, 3, and 4 represent degrees between HIGH (5) and LOW (1). Number 5 is HIGH and is described by the words at the right-hand of the scale.

PLEASE CHECK BY ENCIRCLING THE NUMBER APPROPRIATE IN EACH CASE.

EXAMPLE: You consider a student just slightly better than average on a certain skill or quality. You circle the number four (4), as follows:

1 2 3 (4) 5

LOW		HIGH
	1. Confidence	
reticent or passive; shy or stumbling; ill at ease.	1 2 3 4 5	very confident; related easily and freely.
	2. Courtesy	
curt, abrupt; not helpful; apparently bored or disinterested	1 2 3 4 5	notably courteous; friendly; appeared attentive and appreciative
	3. Skills in Communication	
halting or rambling; spoke too loudly; or too softly; difficult to understand or follow	1 2 3 4 5	expressed ideas fluently and easily; used language comfortably
	4. Quality of Resume	
lacked organization; poorly prepared; did not present relevant information	1 2 3 4 5	organized logically and relevantly; appropriate style; neatly typed
	5. Quality of Dialogue	
answered questions minimally; evidenced little knowledge of career area; little initiative	1 2 3 4 5	responded fully and appropriately to questions; initiated discussion; expressed interest and insight

STUDENT QUESTIONNAIRE

For each question below, please circle the number that best suits your response. Note that a few questions require simply a yes or no answer. Most ask you to respond in terms of importance, frequency, or quality. In these cases, /1/ is MOST or VERY, and /5/ is LEAST or NOT AT ALL. You respond anywhere on the scale, as it reflects your thinking.

If you feel any question is unclear, please comment in the margin. If you have anything to add, do so in the margins or at the end.

Thank you for your honest and careful response.

	MOST/ VERY				LEAST/ NOT AT ALL
1. Overall, how satisfied were you with your experience as an intern?	1	2	3	4	5
2. Earlier, you rated your orientation. How would you rate your satisfaction with the orientation provided you, now that you reflect on the total experience?	1	2	3	4	5
3. Did you use a learning contract as a tool in negotiating your responsibilities?			YES	NO	
IF YES: How valuable was it?	1	2	3	4	5
4. Did you negotiate learning objectives, formally or informally?			YES	NO	
IF YES: How helpful was that process?	1	2	3	4	5
5. Below are some forms that sponsor feedback on your work might have taken. Respond to each in terms of frequency.					
5.1 Suggestions for improvement	1	2	3	4	5
5.2 Criticism of errors	1	2	3	4	5
5.3 Questions to provoke further analysis or consideration	1	2	3	4	5
5.4 Sharing results or samples of your work with others	1	2	3	4	5
5.5 Exhibition of impatience or disappointment	1	2	3	4	5

STUDENT QUESTIONNAIRE

6. Overall, how would you rate your satisfaction with the seminars?	1	2	3	4	5
7. How much emphasis would you say each of the following received in the seminars?					
7.1 Group support for one another's experiences and concerns	1	2	3	4	5
7.2 Information about school activities	1	2	3	4	5
7.3 Exploration of business issues, ethics, practices, etc.	1	2	3	4	5
7.4 Investigation of particular career areas and opportunities	1	2	3	4	5
7.5 Building communication skills	1	2	3	4	5
7.6 Problem solving related to your placements	1	2	3	4	5
7.7 Exploration of other skills	1	2	3	4	5
7.8 Self-assessment, related to your skills, knowledge, interests, values, etc.	1	2	3	4	5
OTHER _____	1	2	3	4	5
8. How important would you say each of the following are as topics/activities for seminars?					
8.1 Group support for one another	1	2	3	4	5
8.2 Information about school activities	1	2	3	4	5
8.3 Exploration of business issues, etc.	1	2	3	4	5
8.4 Investigation of particular career areas	1	2	3	4	5
8.5 Building communication skills	1	2	3	4	5
8.6 Problem solving related to placements	1	2	3	4	5
8.7 Exploration of other skills	1	2	3	4	5
Specify _____					
8.8 Other _____	1	2	3	4	5

STUDENT QUESTIONNAIRE

9. How accessible was the coordinator for information and support as needed?	1	2	3	4	5
10. How beneficial did you feel it was to prepare logs?	1	2	3	4	5
11. How frequently did the coordinator give you feedback on your logs?	1	2	3	4	5
12. How helpful was the coordinator's feedback on your logs?	1	2	3	4	5
13. How well do you feel you achieved the following objectives:					
13.1 Develop greater awareness of career goals, aptitudes,and interests	1	2	3	4	5
13.2 Develop increased familiarity with career opportunities	1	2	3	4	5
13.3 Develop understanding of the professional environment	1	2	3	4	5
13.4 Gain insight into qualities, skills, and knowledge that help an executive or manager function effectively	1	2	3	4	5
13.5 Demonstrate good work habits (e.g., promptness, courtesy, dependability)	1	2	3	4	5
14. How well do you feel you developed understanding of the following:					
14.1 Roles and functions in the sponsoring organization	1	2	3	4	5
14.2 Priorities and goals of organization	1	2	3	4	5
14.3 Processes by which decisions are made inthe sponsoring organization	1	2	3	4	5
15. How troublesome did you find it to be away from regular school activities and friends?	1	2	3	4	5
16. How much opportunity did you have to develop academic skills (reading, writing, interpersonal, computational). Please specify.	1	2	3	4	5

_____

_____

SEMINAR FEEDBACK SHEET

In a word or phrase, please describe the major topic of this seminar.

_____

Please circle the number that best represents your response for each of the questions below. Make additional comments on any free space.

1. I understood the focus and purpose of this seminar.

Not at all	Not very well	Fairly well	Very well
0	1	2	3

2. I think the focus of this seminar is an important one worth spending time on.

Worthless	Not very important	Fairly important	Very important
0	1	2	3

3. I thought the seminar was valuable.

Strongly disagree	Disagree	Agree	Strongly agree
0	1	2	3

4. I gained skill or knowledge by participating in this seminar.

No real gain	Little gain	Reasonable gain	Learned a lot
0	1	2	3

5. I would recommend using the activities of this seminar with other interns.

Forget it	Needs work first	Sure, why not	Absolutely
0	1	2	3

ORIENTATION FEEDBACK FORM

The questions below ask you to respond on a scale. The left end of the scale is negative, the right end positive. You may mark a response at one of the ends, or somewhere in between. Please place your mark in the space that best represents your response. Make additional comments in any free space.

1. The initial interview with the coordinator helped me understand what I might expect from the internship.

   Disagree /___/___/___/___/___/ Agree

2. In the initial interview I felt I had the opportunity to talk about my goals and reasons for desiring an internship.

   Disagree /___/___/___/___/___/ Agree

3. In orientation session(s) I felt I was given an adequate sense of what would be expected of me in an internship.

   Disagree /___/___/___/___/___/ Agree

4. Training in interviewing skills is important.

   Disagree /___/___/___/___/___/ Agree

5. The training in interviewing skills I received was helpful.

   Disagree /___/___/___/___/___/ Agree

6. The help I received in developing a resume was valuable.

   Disagree /___/___/___/___/___/ Agree

7. I feel I know how to keep the log I am expected to keep.

   Disagree /___/___/___/___/___/ Agree

8. I would rate my overall satisfaction with the orientation procedures as:

   Low /___/___/___/___/___/ High

Do you have questions or concerns you would have liked to have had discussed in your orientation? If so, please list or describe on the back.

___Male ___Female

FIRST OF TERM QUESTIONNAIRE -83- Student No. _____

Dear Student: The following questionnaire is confidential. It is in no way to be thought of as a "test." There is, in short, nothing to be shy about in responding honestly, and your responses are very important to your project.

Since part of this questionnaire asks you things that will be part of what you learn--or learn more about--in your internship, you may expect that you won't have all the answers. PLEASE DON'T GUESS. If you don't know the answer, leave it blank.

You will be given an index card. On that card please write your name and any five numbers. Someone will pick up the cards after you have copied the five numbers onto this sheet, in the upper righthand corner. Those cards will be filed in the evaluator's materials (not your coordinator), so that at the end of the term you can be given the card back and use the same number. You will then tear up the card. You see, we simply need some way of matching this form with one later.

Thank you for your help and cooperation. If there is any question you aren't sure you understand, please comment in the margin.

- -

1. Below are some work habits or personal characteristics that have been suggested by others as important in a professional position. Do you agree? Please indicate how important you feel these characteristics are by putting a number in the space to the left of the list. /1/ would indicate that you didn't think the item was particularly important; /5/ would indicate that you thought it was very important. You may use any number from 1 to 5, to indicate a range of importance.

For instance, if you thought blonde hair was not at all important, that good health was fairly important, that energy was very important, and that honesty was pretty important too, your list might look like this:

__1__ blonde hair __3__ good health __5__ energy __4__ honesty

____appearance	____promptness
____discretion	____friendliness
____dependability	____writing skill
____interpersonal skills	____speaking skill
____organizing skills	____knowledge of organizations

Are there other characteristics you might expect to be important for a successful manager, executive, or professional leader? If so, please list them below, and rank them, as above.

___ _____ ___ _____ ___ _____

First of Term Questionnaire, p. 2 Student no. _____

2. Please describe briefly what you now feel are your career goals. Discuss what about the career area appeals to you, and the ways you feel you are potentially suited for such a career.

3. Imagine a typical day in your working life ten years from now. Describe some events of that day, in relation to the role you would be playing. How is your day spent?

Part B. of First of Term Questionnaire

As you respond to the following questions, please answer as you can from your real knowledge and attitudes. Do Not guess on the information items, questions #1-3 (you aren't being "graded"!). In the questions about your own thoughts, your honesty is important.

Comments:

1. Which of the following have laws prohibiting discrimination in employment on the basis of sex? (Put the letter(s) of your choice(s) in the blank to the right.) _____

   a. Lane County
   b. the City of Eugene
   c. the United States
   d. the State of Oregon

2. You feel you have been discriminated against in employment on the basis of sex. To which of the following would you go for help?(There may be more than one answer.) _____

   a, Oregon Bureau of Labor
   b. Eugene Human Rights Commission
   c. U.S. Office of Federal Contract Compliance
   d. All of the above
   e. None of the above

3. Which of the organizations listed below have programs designed to help young people starting their careers. _____

   a. National Alliance of Businessmen
   b. Business and Professional Women's Club
   c. Youth Commission
   d. All of the above
   e. a and c only

In the blank to the right, put the number of the response which you feel best represents your feelings. The responses are:

4. I am most likely to have a career in management or administrative position. _____

5. Some jobs are more appropriate for women to hold (nursing, secretary) and some more appropriate for men (truck driver, telephone line worker). _____

6. Women are better managers of people than men. _____

7. Men are better at handling money than women. _____

8. I admire women who are single and have a full time career. _____

Page 2
Part B

9. I admire men who are single and have a full time career. _____

10. I admire women who have a full time career and are successful wives and mothers. _____

11. I admire men who have a full time career and are successful husbands and fathers. _____

12. Holding a powerful executive position seems like an impossible dream to me. _____

Circle one: Male Female

SPONSORS END OF TERM QUESTIONNAIRE

For each question below, please circle the number that best suits your response. Note that /1/ is MOST or VERY, and /5/ is LEAST or NOT AT ALL. You respond anywhere on the scale, as it reflects your thinking.

If you feel any question is unclear, please comment in the margin. If you have anything to add, do so in the margins or at the end.

Thank you for your time in providing this feedback to the program.

	MOST/ VERY				LEAST/ NOT AT ALL
1. Overall, how satisfied are you with the internship program?	1	2	3	4	5
2. How well do you feel you understand the goals of the program?	1	2	3	4	5
3. How helpful was the orientation provided you by the program?	1	2	3	4	5
4. How would you rate the process by which you and prospective intern(s) considered one another?	1	2	3	4	5
5. How helpful was the coordinator in assisting you and your intern in initial adjustments?	1	2	3	4	5
6. How accessible was the coordinator when you needed information or assistance?	1	2	3	4	5
7. How important do you feel it is to negotiate learner objectives with the intern?	1	2	3	4	5
8. How frequently did you offer the following kinds of feedback to interns:					
8.1 Suggestions for improvement	1	2	3	4	5
8.2 Criticism of errors	1	2	3	4	5
8.3 Questions to provoke further analysis or consideration	1	2	3	4	5
8.4 Sharing results or samples of the intern's work with others	1	2	3	4	5
8.5 Exhibiting impatience, disappointment	1	2	3	4	5

OTHER _____

9. How would you rate the intern's opportunities to develop understanding of the following aspects of your organization:

9.1 roles and functions	1	2	3	4	5
9.2 priorities and goals	1	2	3	4	5
9.3 processes by which decisions are made	1	2	3	4	5

10. How much opportunity would you say was available for the student to develop academic skills in the work setting:

10.1 Reading (technical reports, professional journals, etc.)	1	2	3	4	5
10.2 Writing	1	2	3	4	5
10.3 Interpersonal skills	1	2	3	4	5
10.4 Computational skills					

11. How would you rate your intern's prospects for a successful future career? 1 2 3 4 5

12. Are you interested in accepting another intern during a later term? YES NO

COMMENTS:

EVALUATION ACTIVITIES AND TIMELINES

Activity	Date Completed
First Term	
1. Develop design	August 31
2. Develop pre-inventory, interview feedback form, orientation feedback form, select samples for interviews	September 12
3. Collect interview feedback	September 15
4. Administer pre-inventory	September 15
5. Collect orientation feedback	September 15
6. Develop seminar feedback forms	September 19
7. Interview school counselors	October 15
8. Interview coordinator	
9. Write interim memo to staff regarding counselor interviews	November 4
10. Develop ranking scale; apply to pre-inventories	November 15
Develop interview schedules	December 15
Conduct interviews	1st wk. January
Administer inventories	January 30
11. Progress report (based primarily on interviews, school survey, feedback data)	January 30
12. Complete tally and summary of fall data profiles, inventories, project reports, ect. (staff)	February 15
Second Term	
1. Collect interview feedback	last wk. January
2. Administer pre-inventories, collect orientation feedback (staff); select students for case studies	February 3

Second Term (cont'd)	Date Completed
3. Interview coordinator	March 15
4. Administer inventories (staff)	May 30
5. Select sample; conduct interviews	May 30
6. Assess end of term projects (staff)	June 5
7. Provide summary of all relevant data to evaluator (staff), inventories, profiles, log summaries, work habits, end of term projects, etc.	June 16
8. Final report -- draft to project director	June 23
9. Final report complete	June 30

12. ANTICIPATED CHANGES AND PROBLEMS

A. General Comments.

Before discussing specific findings of the evaluation we wished to synthesize the positive results of the project and mention its future.

It is the conclusion of the project staff that the internship basically boils down to a human equation. But, after all, this is true of nearly any educational activity. In this equation there are three major variables; the intern, the sponsor, and the coordinator. The most vital relationship is between the intern and sponsor. If this is a close, friendly, sharing relationship, the internship will be very successful. Where this relationship is weak, the results are much poorer. The function of the coordinator, once the intern and sponsor are matched, is to insure that both parties clearly understand what is expected of them.

We are satisfied that this program provides a real service for gifted students. It still has room for much improvement but the problems can be solved. The district is continuing the project under local funding for 1978-79. We would be happy to communicate our progress to those who are interested.

B. Comments on specific problems.

1. Management problems

a. Coordinator tasks - As the evaluator has pointed out, the coordinator is faced with a formidable job. Our district aggravates the problems the coordinator faces by having two high schools on a trimester schedule and two on a semester schedule. As a result students do not enter the program as a group and sponsors can not be recruited at one time. Thus placement is a continuing task and seminars and follow-up sometimes are not given the attention they need. Where districts have more uniform schedules, this problem will be reduced. We recommend that students and sponsors be recruited, interviewed and matched as much as a semester in advance of the actual internship.

As for us, we are developing printed materials for student and sponsor orientation.

The coordinator needs to be extremely well organized. One task we have set for next year is to find ways to help the coordinator to keep track of the large number of things which

are happening. We also plan to have the department secretary become familiar enough with the program to answer inquiries about enrolling and such policies as grading and credits awarded.

b. Student and Sponsor Orientation

This is a continuing problem area. Part of this problem arises from the coordinator's difficulty in spending enough time with both parties to insure that a complete understanding of the program is reached. However the coordinator does go over the program expectations with each party and one would not expect the degree of misunderstanding that the evaluator found, particularly among sponsors. One possible explanation is that sponsors are still confusing the internship program with cooperative work experience programs which have been in existance in Eugene for many years. In the evaluator's report, the problem internships were sometimes characterized as "only work experience". There is obviously a need to make clear the distinction between the internship program and work experience programs. We plan to do this through printed materials and careful explanations to participants and staff.

2. Program goals and direction.

a. Criteria for student selection

At the present time we are using the U.S.O.E. definitions of the gifted and talented. However these do not give clear guidelines for selecting students. We do not have the resources for extensive testing of candidates. Thus we use student records of performance, primarily the GPA. This is not entirely satisfactory since giftedness is assumed, not proven, to be related to GPA. We have also the problem of students with talents which are not reflected in their GPA. We agree with the evaluator that we need a better way to select students. At this time we are discussing these ideas:

(1) Circulate the U.S.O.E. definition of the talented among teachers and counselors to encourage them to nominate students.

(2) Apply further screening to those with high GPA's to try to determine if they are truly gifted. This screening could consist of requesting recommendations from teachers

and counselors and/or study of test results which may be available. However we are more concerned with locating all students with gifts and talents than we are with occasional mistakes which allow students without these characteristics to enter the program.

b. Program expectations for interns.

We are wrestling with the problem of making the program such that it truly reflects the giftedness of the students. These students need to be asked to do things that only gifted students could be expected to do. One possibility is to require the interns to analyze, examine, reflect, evaluate, and synthesize their experiences into a clear account of what they have learned about themselves, careers in their internship area, management problems, etc. This may have to be in a written form.

Another way to deal with this problem is to insure that the internship experiences require a very high level of performance of the interns. This is, of course, our original intent. We will have to make the expectations clearer to all those involved to achieve this goal.

c. Seminars.

Last year, when we concentrated on internships in business management, we had a more homogeneous group of interns. Thus it was easy to conduct seminars on management topics and to maintain intern's interest. This year we have interns in a very wide variety of placements. Their interests vary and not all are interested in management problems. As a result the seminars were not as well received and attended this year. We will develop new seminar topics which will hopefully be of use to more interns. However we will also require attendance and use seminar participation as one criteria in grading the students. One or two of these new seminars will be on interpersonal communications, one area which was identified as weak by the evaluator.

13. DISSEMINATION ACTIVITIES

During the first semester the dissemination activities were mainly directed toward local audiences and were primarily informational.

We prepared a thirty page booklet giving advice on starting an internship program. This was mailed to the career education directors in all fifty states. In addition we mailed a copy to all those who had written to us for information during the year.

A number of copies of this booklet remain and we will continue to send them out as long as the supply lasts. A copy of the booklet is attached to this report.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

AUG. 9. 1979